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In This Issue

#Let'sBeatCoronaTogether

University of Delhi Library: Celebrating the Century

Narender Kumar* and Lalita**

Higher Education in Delhi started with the establishment of St. Stephen College (1881). A few more colleges, namely Hindu College (1899), Lady Harding Medical College for Women (1916), and Ramjas College (1917), were also established before the first University – the University of Delhi – came into being in 1922. The University of Delhi was established by an Act of the Central Legislature, except for the Lady Harding Medical College for Women and three other colleges affiliated with the newly established University of Delhi. The University also started two faculties, i.e., Arts and Science, in the same year.

It started with a modest two faculties, three colleges, and about 750 students. Presently, the University of Delhi comprises 16 faculties, 86 departments, 20 centres, three institutes, and 91 colleges. Currently, it offers 540 undergraduate, postgraduate, M.Phil., PhD, certificate, and diploma programmes. The 2020-2021 annual report says that the University has enrolled 2,16,823 students as undergraduates and 30,366 as postgraduates in regular mode. 475 students have been registered for M. Phil and 4011 for PhD, and 5948 in certificate/ diploma/PG diploma. In informal mode, the University has enrolled 5,72,261 students for undergraduate and 33,967 for postgraduate programme (University of Delhi, Annual Report, 2020-21).

Journey of University of Delhi Library

The First Quarter (1922 – 1946)

The University of Delhi is celebrating the year 2022 as its centenary year, so as the Delhi University Library. Delhi University has been at the forefront of library matters in the country since 1922. The University library benefited from the wisdom of the most outstanding Indian Library Scientist and the Father of The Library Movement in India - Dr S.R. Ranganathan and Dr K.L Kaul. These great luminaries of the academic World of their times harboured an exciting vision of the importance of books and libraries, and all of them patronized the libraries in their respective ways. The present article attempts to pen down the historical journey of a hundred years of the Delhi University Library, highlighting the critical milestones.

The story of placing their patronage at the service of the libraries starts right from the first Vice Chancellor, Dr Hari Singh Gour (1922-26), whose devotion to libraries was an extreme passion to the extent that he chaired the meetings of the University Library Committee and bestowed care and consideration in laying the foundation of the office which is

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today known by the name of Delhi University Library System. The University Library was established on his initiative under the Chairmanship of Father Reverend F.J. Western, a mathematics missionary teacher from Cambridge University who taught at St. Stephen's College. He stayed for the initial one and a half years and was succeeded by the first Honorary Librarian, Khan Bahadur Pirzada Mohammad Hussain (1923-27), a teacher of oriental languages at St. Stephen's College.

The Vice Chancellor, Rai Bahadur Sir Moti Sagar (1926-1930), was an ardent lover of libraries not only of the University but also of the country. The second honorary Librarian Khan Saheb Maulvi Mohammad Fazludin (1927-31), again from St. Stephen's College, took over the charge of the University Library. The Vice Chancellor, a Fellow of the Lahore Library Association and a Trustee of the Dayal Singh Public Library at Lahore, Chaired the All India Library Conference held at Lahore in December, 1929 and spelt out his vision of the library as an expendable wealth of the country.

"Of all forms of wealth, a well-equipped library is the most valuable possession of any nation. Every other emblem of wealth passes empires, kingdoms, great possessions, and hoarded treasure; magnificent surroundings disappear like the dreams of a night. Of all past civilizations and their pruned achievements, the highest and the best heritage left is the thought enclosed in the caskets of books. Wisdom and wit, creations of fancy and imagination, things of beauty, profound thoughts on the great problems that have faced man from the beginning of creation, elaborate doctrines and tenets of faith, an exploration into the secret of nature, the steady progress and achievements of science, all these and more are to be found in a few shelves stocked with books. That nation is poor, however great; its material wealth does not possess well-stocked libraries." (Sagar, 1930)

The Vice Chancellor Khan Bahadur Dr Abdur Rehman (1930-34), associated with the developmental work of Delhi University Library since its very beginnings, appointed Dr Ishtiq Hussain Qureshi (1931-37) a teacher of history at the St. Stephen's College as the Honorary Librarian in 1931. So far, the Delhi University Library was leading a vagrant life shifting from one building to the other in the University. The Vice Chancellor recognized the need for a permanent house for the Library and, in October 1933, permitted the Library to be shifted to the 'Green Room' of the Vice Regal Lodge - a new and respectable accommodation built in 1922 to entertain the visiting Prince of Wales.

During the tenure of Vice Chancellor Rai Bahadur, Dr Ram Kishore (1934-38) formed a historical relationship between the Delhi University Library and the Indian Library Association (1933). Dr A. Bhattacharya (1937-47), Teacher of English at the Hindu College and later the College's Principal took over as the fourth and the last Honorary Librarian in 1937 and stayed at the helm of Delhi University Library for long ten years till 1947. Delhi University Library hosted the Third All India Library Conference in December 1937. The conference focused on three questions (i) Furtherance of library movement in India; (ii) Promotion of training of librarians; (iii) Improvement of the status of librarians, which have evoked unending and perennial debate and also continue to remain elusive even in our times. Speaking on this occasion, Vice Chancellor highlighted the role of libraries in the changing Indian society:

"Knowledge and culture are no longer the monopolies of the few, nor is it considered necessary or fair that they should be so. We live in an age of mass awakening characterized by a determination to abolish illiteracy and to allow everybody to share the blessings of sweetness and light, which have been so long the monopoly of a privileged class living in cultured ease. In these changed circumstances, libraries should naturally function as the necessary instruments of mass awakening and general diffusion of culture. This movement in every advanced country has determined the planning and organization of libraries in most democratic countries. In India, we are on the threshold of constructive democracy, and nothing perhaps is more important today than to initiate a library movement on a national scale as a part of a national campaign against illiteracy, ignorance, and superstition." (Rehman, 1931)

Then came the titanic age of the Vice Chancellor, Sir Maurice Gwyer, from 1938 to 1950(12 Years). Sir Maurice Gwyer invoked bold and path-breaking initiatives for the reform and upliftment of the University on the whole. Delhi University Library also received due attention of this visionary Vice Chancellor, who was motivated by his conviction of a library which he said:

*"There is no place more fascinating than a library and no place where it is possible to spend happier hours. Those who have benefited from the opportunities a good library alone can give will always be ready to cooperate in extending those opportunities to others." (*Gwyer, *1937-38)*

When he took over the reins of the University, he found Delhi University Library in shambles but he transformed it into an efficient organisation (Shrimali, 1922). In June 1941, meeting the request of the Vice Chancellor Sir Gwyer, Shri GD Birla donated Rs. 25,000 for the reorganization and re-planning of the Delhi University Library. Sir Gwyer supplemented University Library with one more library—the Law Library in 1942). The opportunity to improve library resources came in 1946 when it received a book grant of Rupees 2.5 lakh. Sir Gwyer was the first to realize that the solution to the space problem lay in a separate building and allotted the present site for the future library then. He invited Dr S.R. Ranganathan of Madras University librarian to look into the state of affairs of the Delhi University Library and make recommendations for its improvement and reorganization. Ranganathan accepted the invitation on the condition that he should be allowed to teach and conduct research and not be burdened with administrative work. Sir Maurice acceded to the request and gave him every facility. On the occasion of the Silver Jubilee year of the University, the Vice Chancellor conferred upon Ranganathan the honour of an honoris causa doctorate. Ranganathan concentrated on training and research and started a Diploma of Library Science course (changed to Bachelor of Library and Information Science) in 1946.

2nd Quarter 1947-1971

This quarter witnessed the establishment of libraries at the Central Institute of Education now became the Faculty of Education and Department of Modern European Languages in 1948. The Department later bifurcated into, i.e., the Department of Germanic and Romance Studies and the Department of Slavonic and Finno Ugrian Studies, and both have their libraries. In 1948, the Ratan Trust donated Rs. One lakh to Delhi School of Economics Society for its library building. It is thus, started the Ratan Tata Library began in 1948.

The Master of Library Science course, probably the first master's degree course in librarianship not only in the country but also in the whole of the Commonwealth countries, started in 1948. At Delhi University, Ranganathan drafted his famous Thirty-Year Plan for the Development of Library System in India covering 1950-80, published by Delhi University Press. Ranganathan had suggested expanding the library staff and expressed that to get the best out of the Library in the long run, the University should spend as much on library services as on books. As a first step, the post of Sub-Librarian was created and eventually made into that of the University Librarian. The Vice-Chancellor superbly fast on one of Ranganathan's recommendations - that a young graduate with research experience, a good personality, and a desire for social service be selected (i.e., as paid Librarian) and sent up for training - selected Professor S. Dasgupta for the post of the first professionally trained University Librarian. The University sent him for library training at Madras University under Prof. Ranganathan. This step ended the 25-year-old tradition of honorary librarianship in the University and set an example before other universities. Professor S. Dasgupta served six Vice Chancellors as University Librarians- Sir Maurice Gwyer, Dr S.N. Sen, Dr G.S. Mahajani, Professor N.K: Sidhanta, and Dr C.D. Deshmukh- till his death in 1966. Under Dasgupta's leadership and guidance, the University library flourished, knowing only the sky as its limit.

Vice Chancellor Dr S.N. Sen (1950-53) vigorously pursued Sir Maurice's dream of a new and suitable home for the Library. Vice Chancellor Professor G.S. Mahajani (1953-57 laid down the foundation stone of the new library building in 1955. The new library building took nearly four years (1955-58) to get constructed. Chancellor of the University Dr S. Radhakrishnan inaugurated the present Central Library building in December 1958, while Professor VKRV Rao (1957-60) was the Vice Chancellor. The decade of the 1960s witnessed the development of the Delhi University Library System and started many departmental libraries in the Faculty of Arts, Mathematics, Social Science, and Management. A library was born in the Faculty of Music and Arts also. All the major departments of the Faculty of Science developed their separate collection and libraries between 1962—1965. A new library was established in the Department of Chinese and Japanese Studies, now named East Asian Studies, in 1967. At the end of the decade, another library was established in the Faculty of Management Studies in 1969.

The Vice Chancellor Dr CD. Deshmukh (1962-67), after the demise of Professor Dasgupta (1966), invited Professor S. Bashiruddin (1966-67), who had retired as the University Librarian from Aligarh Muslim University, its second University Librarian. Dr Deshmukh's single monumental contribution was to invite Ford Foundation to study and identify the highs and the lows in the library system. Ford Foundation sent its emissary Dean Carl M White as the library expert in 1965-66. Carl White burnt the midnight oil in the company of Professor S. Dasgupta, and both of them honestly and very candidly spotted the weaknesses of the library system to be corrected with the aid of the Ford Foundation. They also identified areas that could be improved through managerial and administrative changes. Carl White put forth his findings in a book entitled Survey of Delhi University Library, published by the University of Delhi in 1965 (White, 1965). Based on the Carl White survey, Ford Foundation made over a grant of one million dollars to the Library System to update book collections, professional development of the library staff, and induction of reprographics technology in library work. Based on another recommendation, Carl White brought about a change in the Ordinance XVI of the University statute book under which the Library's human resources and financial administration at the University's expense were centralized in the hands of the University Librarian.

Vice Chancellor Professor B.N. Ganguly (1967-69) opened his innings by initiating a large-scale developmental work based on Carl White's survey. The Librarian, Mr Bashuriddin, demitted his office in August 1967, and the reins of the Library System were taken over by A.L. Kapoor (1967-68) as an interim arrangement. University Library System hosted the Seventh Annual Conference of IASLIC in December 1967. Professor Ganguly appointed Dr B.V.R. Rao, who retired from the Indian Institute of Science, Bangalore, as the third University Librarian on a tenure basis from 1968-72.

The Vice Chancellor, Professor K.N. Raj (1969-70), appointed a Working Group on the University Library System to chalk out a program for future development of the libraries of the University.

3rd Quarter 1972 – 1996

The tenure of Vice Chancellor Prof. Sarup Singh (1970-74) stands taller than that of his predecessors because of his bold and outstanding initiatives. He set the expansion of the University as his first goal and made Delhi University a multi-campus University by setting up the South Campus. The South Campus had to have its university-level parallel library to meet the academic and research needs in the new upcoming academic disciplines. The four years tenure of University Librarian Dr B.V.R. Rao ended in December 1972. The post was offered to Professor D.R. Kalia, Director, Central Secretariat, but the Ministry of Education did not spare him. After that Vice Chancellor invited his time-tested colleague Mr K.L. Kaul, a Deputy University Librarian. Dr Kaul joined Delhi University Library as the fourth University Librarian on January 1973 for a year only. With the help of Professor Sarup Singh, Kaul initiated the processes of rationalizing library services and strengthening the libraries according to their status and importance. Dr Kaul concretized the concept of carrying library service right to the doorsteps of undergraduate students by setting up two undergraduate textbook libraries in the East and the South of Delhi City. This experiment proved beneficial to the undergraduate students of the University, leaving the Central Library to cater to the needs of postgraduates and research scholars.

Prof. Sarup Singh also placed the University Librarian, the Deputy Librarians, the Assistant Librarians, and the Documentation Officers at par with the teachers of the University in matters of study leave and duty leave for attending professional conferences. Dr Kaul also took pains to straighten the working and utilization of the Ford Foundation grant by taking prompt action on the pending problems. Dr Kaul, with the support of Professor Sarup Singh, also initiated measures to string together all the libraries into an interactive system called Delhi University Library System (DULS) while retaining their functional autonomy. In December 1973, after Dr Kaul left the University after a year, the officiating charge of the Library System reverted to Mr A.L. Kapoor.

Vice Chancellor Professor R.C. Mehrotra (1974-79) took up the appointment of a University Librarian and succeeded in bringing Professor A.P. Srivastava as the fifth University Librarian. Professor Srivastava joined the University in August 1975 and stayed as the University Librarian for 21 years, demitting his office voluntarily in March 1996. An earlier record of the sort was only of Professor Dasgupta, the University Librarian, for 24 years (1942-66). Of the myriad activities of Professor A.P. Srivastava, the one that stands out as scintillating

is his contribution to increasing the Library's human resources almost threefold. Two more Zonal Libraries for undergraduates were added in the West and North of Delhi. Professor Srivastava played the central role of a midwife in the birth of the Central Science Library, of which Vice Chancellor Professor Mehrotra had a vision. The process of utilization of the Ford Foundation grants successful close by Professor Srivastava. Professor Srivastava organized the 22nd All India Library Conference of the ILA in January 1976.

Vice Chancellor Professor Gurbux Singh (1980-85) will be remembered for his tireless efforts in securing academic status for the university and college librarians from the University Grants Commission. Professor Gurbux Singh also granted more administrative and financial autonomy to the various constituent libraries of DULS. Between 1981 and 1985, different degrees of financial and administrative decentralization resulted in the emergence of the Central Reference Library (CRL), South Campus Library, Central Science Library (CSL), Arts Library, the Ratan Tata Library, and Law Library. However, the Delhi University Library System (DULS), of which these libraries are integral, continues to be headed by the University Librarian.

The university and college librarians will remain grateful to Vice-Chancellor Professor Moonis Raza (1986-90) for extending Merit Promotion Scheme's privileges, re-employment after 60 years of age, and franchise rights to the librarians in the elections of the Academic and Executive Councils. He got significant improvements carried out in the library infrastructure of South Campus, Central Science, and the Ratan Tata. He inducted special provisions in 1987 to enable the teachers and the research students to consult and borrow books from any unit of the Library System with their membership originating from any library. Professor Raza made a modest beginning of computer-based services in the areas of new books added to the Library, back runs of periodicals, and library membership. Professor Moonis Raza, perturbed over the financial crisis afflicting the libraries, made a multi-pronged approach to deal with this disturbing feature by reducing duplication of periodicals, developing networking, seeking enhancement in grants from the UGC, and introducing an internal economy. The Government of India bestowed endowments of Rs. seven crores to the Ratan Tata Library between 1994-2004 for maintaining the journals collection and modernization of the library.

Vice Chancellor Professor Upendra Baxi (1991-95) harboured an absolute faith in Professor A.P. Srivastava. The duo drastically revised the then-existing legal framework and drafted new ordinances for the two-tier governance of the libraries of the University. Professor Baxi brought a high-powered Governing Body with the Vice Chancellor as the Chairman into existence. This body was directly accountable to the Vice Chancellor in library matters of human resources and finances. The second part of the ordinance mandated satisfactory library services to readers as their primary responsibility. The twin ordinances were mutually exclusive in the areas of their duties, but at the same time, they complemented each other, the one being subservient to the other.

4th Quarter 1997 - 2022

Professor V.R. Mehta (1995-2000) took over the reins of the University in 1995, and Professor Srivastava voluntarily demitted his office in March 1996. Before selecting as a regular Librarian, the charge of the DULS moved from one Deputy Librarian to another Deputy Librarian, including Mr A. L. Kapoor, Mr H. C. Jain, and Mr M.L. Saini as officiating Librarian. Professor Mehta selected Mr M.L. Saini as the sixth University Librarian in 1998. Professor Mehta set unto himself the arduous task of inducting ICT in the library and setting up the library computerization mission under the care of South Campus Director Professor Abhai Man Singh, who was able to give consultancy in selecting appropriate computers for DULS. University Librarian and all his senior professional colleagues worked with matching diligence in harnessing the computer hardware and software (TROODON) to library services in the shortest possible period. DULS libraries created databases of library documents.

Professor Deepak Nayyar (2000-2005) became the Vice Chancellor in 2000. Mr M L Saini got retirement voluntarily in 2004. The Vice Chancellor appointed Professor K M Srimali as Officer on Special Duty (OSD) for DULS. During the OSD period, Ordinance XVI got revised, and certain powers vested with University Librarian were curtailed. Professor Nayyar appointed Dr S Majumdar as the seventh University Librarian in 2005. Dr Majumdar initiated several new initiatives to keep pace with the latest ICT environment. These new initiatives include preparing Websites of DULS libraries, subscription of electronic databases, digitization of books and

theses, information literacy and competency program, development of IT infrastructure for the physically challenged, and organization of the International Conference on Academic Libraries (ICAL). The University constituted the Kapthpalia Committee in 2007 to revisit the existing DULS staff promotion policy, find flaws, and recommend remedies. The Committee submitted its recommendations to be considered a breakthrough in human resources deployment a breakthrough. The Executive Council approved its recommendations.

Professor Dinesh Singh (2010-2015) became the Vice Chancellor of the University, and Dr Majumdar superannuated in December 2010. In January 2011, the senior Deputy Librarian, Mr R.N. Vashista, was given charge of the DULS until February 2013. Mr Vashista carried forward the work started by Dr Majumdar. The Government of India granted an additional Rs. Seven crores corpus to the Ratan Tata Library in March 2012. In February 2013, the University gave the charge to another Deputy Librarian, Dr S.C. Jindal. Dr Jindal strengthened the security system of the documents and introduced bar code technology in many libraries and security gates at the South Campus library. The University introduced four years UG program and seven foundation courses for which the library collected and compiled reading material for these foundation courses. Dr Jindal ensured that the gathered reading material was available in braille format for visually challenged students. The University introduced Gyanaodaya – education on the wheel – an innovative and noble program by endowing students with first-hand knowledge of the World beyond the classroom ((*http://www.du.ac.in/uploads/Academics/International%20Relations/04052013gyanodaya.pdf.*). In this project, an educational train with the students and teachers visited places in India. A library was attached to each train to complete the project during their journey. The Library also participated in *Anterdhvani*, a cultural program to inspire students to march to the drumbeat of their inner calling ((*http://www.du.ac.in/uploads/Academics/International%20Relations/Antardhvanihandbook.pdf.*).

Prof Dinesh Singh appointed Dr D.V. Singh as the eighth University Librarian in May 2015. Dr Singh created a computerized catalogue of vernacular languages. Professor Yogesh Tyagi (2016-2021) took over as the Vice Chancellor of the University of Delhi in 2016. Dr D.V. Singh retired in June 2019. In October 2019, Dr Narender Kumar, Deputy Librarian,

was given the charge of DULS. Dr Kumar introduced remote access, framed and got the approval of the e-book purchase policy, and purchased e-books listed in various UG and PG syllabi. During Dr Kumar's tenure, the University also agreed to replace the existing library software TROODON with internationally acclaimed software KOHA for which University formed a committee. Prof PC Joshi, Officiating Vice-Chancellor, appointed Dr Rajesh Singh as the ninth University Librarian in December 2020. Dr Singh has been framing guidelines for migrating from TROODON to KOHA; purchasing eBooks. Dr Singh has also launched Delhi University E-Library, providing 24x7 million e-resources everywhere.

Conclusion

Since the inception of the University, the Library has been the resource centre for all the information needs of students, teachers, and researchers and a leader in the academic library system in India. DULS has always been at the forefront in accepting the new challenges and technologies needed for the development of the library. In a hundred years of journey, it has become South Asia's most extensive library system.

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Changing the Higher Education Landscape: Implementing the Mandate of National Education Policy—2020

Shalini Yadava*

The National Education Policy—2020 (NEP—2020) has listed the challenges that plague the Higher Education landscape in India. The policy also offers tangible solutions in order to deal with the challenges. The need of the hour is to implement those solutions on ground zero in order to usher in the desired change. This paper is an attempt to offer practical suggestions of improving the quality of Higher Education with respect to implementation of the mandate of NEP. The suggestions have been drawn after an exhaustive critical review of studies in the area of quality of higher education in the last five years. Some key points to ensure improvement in quality of higher education that emerged were rigorous screening in terms of content and pedagogical knowledge while recruiting faculty, creating a research culture that is founded on ethical practices, supporting quality research projects by easing the mechanism of grant and settlement, instituting transformative leadership in HEIs and above all valuing diversity in faculty just the same way as we exhort all stakeholders to value it with respect to students.

There is no doubt that India has a very complex higher education system. There are four types of universities in India which include the central universities, the state universities, the deemed universities and the private universities. The quality of education in every kind of university is different owing to a number of reasons. The main reasons for poor quality of education (based on research evidence) at this tertiary stage include the following:

a) lack of latest up-to-date and relevant courses.

b) lack of flexibility with respect to the choice of courses.

c) lack of entry and exit options different courses

d) obsolete methods of teaching

e) poor infrastructural facilities

f) inadequate mechanisms of accountability

g) lack of academic freedom and autonomy especially for the faculty

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h) teaching which is not research based

i) inadequate funding for higher education institutions

k) more focus on quantitative expansion than on qualitative improvement.

l) big gap between theory and practice

m) lack of employability skills keeping the market needs in mind

Looking at the above reasons of poor quality of higher education it is important that immediate steps are taken to diversify and introduce more courses in each program which are not only relevant but are linked to employment avenues. On the other hand it is important that flexibility is introduced such that learners have multiple entry and exit options depending upon the number of credits they would want to earn. Up gradation of infrastructural facilities is important which includes instituting state of art Laboratory and Library facilities too. The teachers need to be meaningfully engaged in capacity building workshops which develop their competencies not only in terms of content knowledge but also in pedagogical knowledge. It is important that every university or higher education institution has a teaching -learning centre which conducts induction programs to hone the knowledge and skills of all incumbent teachers to begin their journey in higher education. In order to flourish every teacher needs the academic freedom to create and innovate in order to contribute to the development of an enriched teaching- learning environment where both the teacher as well as the taught learn from each other collaboratively. Accountability mechanism should be in place but it should be ensured that these mechanisms do not compromise on the autonomy and academic freedom of the teachers. In order to look into the issue of quality it is important that quantitative expansion is undertaken keeping in mind the need assessment survey on the ground such that we do not create a surplus of educated unemployables. It is important to look at the researches which have been conducted to offer solutions to the issues of quality in higher education keeping in mind the mandate of the New

Education Policy—2020 with respect to higher education. A review of important studies conducted in this area is presented below to offer solutions in the light of the above.

Review of Related Studies

Gupta (2021) in his research article on the focus of quality in higher education in India explored that it is important to define quality as a concept and also see it as an evolving concept in the field of Higher Education. It is well established that higher education basically prepares students not only with reference to the requisite knowledge, skills, attitudes and values but also for lifelong learning. Higher Education should also be seen as an important stage with reference to the development of employability skills as well as competencies such that a student is able to adjust well and succeed in the world of work. Apart from this it is also important that the students are equipped with life skills such that they are able to learn interpersonal skills, creativity, innovation, negotiation, communication skills, problem solving, critical thinking, time management, leadership, decision making etc. The author also lays emphasis that in a country as diverse as India it is important to look at the issue of equity in relation to quality and not equity versus quality. Looking at the heterogeneous nature of higher education in India it is important that a quality assurance mechanism is in place which enables institutions to establish their internal Quality Assurance mechanism such that they are able to monitor their own quality apart from the external audits which guide them such as the visits by NAAC, QCI teams, etc. The article also details the emphasis of the new education policy 2020 with respect to focusing on multidisciplinary universities which emphasise on equity, inclusion, access and quality. It is also important for universities to understand that the focus has to be on interdisciplinarity as well as flexibility in the system such that students are able to enter and exit the higher education system at their own pace and circumstances. It is reinforced that it is important to look at the recommendations of Antony Stella given in the year 2002 with respect to quality assurance in higher education where it is mandated that quality has to be seen as an ever evolving concept and the local contexts have to be kept in mind in order to evolve assessment criteria which are contextual, feasible as well as applicable to a given institution keeping in mind the standards to be achieved.

Bairagya and Joy (2021) studied the factors that determine the quality of Higher Education by looking at the differences in the outcomes of Commerce graduates of 21 affiliated colleges of four universities in Kerala. The study focused on examining the subject knowledge along with the analytical skills and communication skills of 416 students who comprised the sample for looking at the quality of education .On analysis of the results it was found that the students scored much less in analytical skills and English .The study concluded that it is important that important that accountable environment is created in the colleges such that that the pedagogy that is practiced encourages better results. It was also felt that the curriculum should be revised regularly such that the curriculum is in tune with the job market in terms of honing the employability skills of the students keeping in mind the National Skill Qualification Framework .The study further reiterated that it is important that Awareness programs are held such that students are aware of the different employment opportunities which are available to them. The study also stressed upon the need for students to read newspapers, business dailies and academic journals such that their English communication skills improve.

Satsangi(2016) conducted a study on the quality of teaching in higher education in India by reviewing the relevant studies in the field of higher education in India as well as collecting data from a total number of 243 students. Based on the study the researcher concluded that the parameters which are important for sustaining the quality of education are professional skills, communication skills, methodology of teaching ,research competencies, curriculum development and improvement , environmental sensitivity and promotion of leadership as well as social values. These are the parameters which were perceived to be important with respect to sustaining quality by the faculty working in the institutions. The parameters may differ from one institution to another keeping in mind the norms as well as strategies for quality management and assurance which are in place. Through an exhaustive review of related literature it was concluded that for Quality Assurance it is important that the principles of Total Quality Management are adopted by institutions.

Sengupta(2019), explored how undergraduate research in higher education in India can be improved by improving the quality of research per se. First and foremost, the undergraduate research needs to be provided with infrastructural as well as financial support in all the universities It is also important to

look into the issue of multidisciplinarity such that the students are able to move within different disciplines as well as across campuses to external organisations which shall encourage the spirit of collaborative research at undergraduate level. It is important for students to be initiated into research right from the first year which may begin by initiating them into conducting review of related literature in the first year and then with the help of mentors starting with writing concept papers and then moving on to write critical papers Finally in the third year they may develop their own research proposals .It has to be remembered that students whose capacity is built at the undergraduate level, their quality with reference to Ph.D also improves. Thirdly it is important to involve undergraduate students in conferences such that they are able to present their work before their peers and then in national and international conferences . After this they may be guided for publication of research papers in quality journals. It is important to understand that if research becomes commonplace its quality will also increase sooner or later .In order to enhance the global footprint of India in the field of research it is important that research at the undergraduate level which at present exists minuscule is encouraged at war footing.

Ravi, Gupta and Nagaraj (2019) the authors conducted a study in order to look at the ways of reviving higher education in India. The main areas on which the study focused was capacity building, governance and accountability, funding, research and innovation and the regulatory system .With respect to capacity building the first recommendation was that it is important that India expands the outreach of postgraduate education and it is also important to institute incentives such that both teaching and research become attractive propositions for students to attract them to postgraduate education .Apart from this it is important that the faculty are also offered greater incentives with respect to teaching and research. It is also important to promote linkages between higher education institutions and the industry as well as create more opportunities for employment in the organised sector. In the area of governance and accountability it is important that autonomy should be granted to higher education institutions in order to decrease the burden on the affiliating universities . It is important to simplify the process of granting autonomy. In the private higher education Institutions it is important that accountability measures which enable students to voice their concerns are instituted. It is also

important to have a strong accreditation framework such that corruption at all levels is reduced. In order to catalyse research it is important that a National Research Foundation is set up for development of research guidelines as well as funding research. It is also important that there is transparency with respect to funding of Higher Education on one hand with respect to private institutions and on the other hand it is also important that the government funding mechanism becomes more transparent as well as efficient. In the area of research and innovation it is important that in order to increase the output of publication incentives are put in place and research collaborations are promoted. Further, it is important to enhance the quality of research publications by mandating that only peer-reviewed publications in journals of academic repute will be accepted .In the area of accreditation it is important to establish standards in terms of an accreditation framework and assess institutions in order to grant autonomy on the basis of this framework in order to promote transparency in accreditation.

Mathew(2016), In his paper on reforms in India with respect to higher education is basically based on the review of recommendations of committees and commissions which were instituted on education. The paper looks at four important trends which include expansion of Higher Education irrespective of improvement in the present status of infrastructural facilities, an obsolete examination system and teaching methods which do not cater to the needs of the students, improvement needed in the area of curriculum development as well as implementation and evaluation and lastly to look at the process of autonomy as well as governance of higher education institutions in order to institute accountability of different stakeholders. The commissions and committees felt that the content of the curriculum was way behind the emerging new fields and there was a lack of flexibility at the undergraduate and postgraduate level with respect to choice of courses as well as the subjects offered. The standard of Higher Education in India was also a cause of concern looking at the massification on one hand and on the other hand the deteriorating quality with respect to the credibility of institutions. On the other hand the issue of funding remains an important concern in higher education and the increase of private institutions is a trend which needs to be looked at from the perspective of policy as well as accountability. The mushrooming of private Institutions can be a cause of

concern if the accountability measures with reference to maintaining their quality is not looked into by the accreditation institutions from time to time.

Tierney and Sabharwal(2016), studied at the social ecology of Higher Education institutions in India in order to re-imagine the state of Indian Higher Education. The paper concludes that it is important to have a detailed record based on research with respect to the skills that the market requires and the graduates which are being trained in institutions with respect to the societal market skills needed for employability .Unless there is a synergy between the institutions as well as the industry we will not be able to cater to the problem of educated unemployables. In the event of privatization of institutions on a large scale it is important that the public universities are also given autonomy as well as flexibility in order to survive and compete with their private counterparts .In order to monitor quality it is important that stringent quality assurance measures need to be put in place keeping in mind the concerns of autonomy, academic freedom and accountability such that all the stakeholders are benefited through it. In order to compete with the private institutions or carve a niche for themselves it is important that the public universities are given the needed funding as well as the space in terms of infrastructural facilities for expansion of research facilities such as laboratories,, incubation centres, etc.

Malik (2017), in his article observed that the higher education institutions in India have undergone a large scale expansion over the last one decade. It is seen that on the way to expansion we lost sight with respect to maintaining the quality standards. This is particularly true due to the lack of efficient and effective governance and management of Higher Education institutions. On one hand lies the issue of autonomy of Higher Education Institutions and on the other hand we see large scale interference in the running of these institutions which leads to challenges pertaining to recruitment, administration as well as leadership, etc. Unless the leadership in higher educational institutions is transformational in nature where both the individual as well as the collective goals are aligned, not much progress can be seen on ground. It is important that leaders have skills of leadership which includes interpersonal skills, decision making, communication skills ,problem solving and apart from these having values of empathy and care to nurture students and faculty

both. The problem is also seen with respect to multiple regulatory bodies which have not been able to plug the challenge of governance and management of institutions especially with respect to quality. It is important that instead of multiple regulatory authorities or bodies we have a single regulatory authority to which the higher education institution is accountable. There is large amount of evidence which shows that in spite of multiple regulatory frameworks in place the institutions still remain ineffective and inefficient with respect to catering to the needs of different stakeholders. Therefore, it is important to look into the role of these bodies and decide upon the future of regulation and accreditation. The author also stresses upon the need to empower the state councils in order to regulate the state universities, as this decentralization and devolution of power will go a long way in maintaining the quality standards of higher education institutions in the states.

Haque (2018) observed that India has the third largest higher education system in terms of enrollment of students. This paper highlights the challenges and opportunities that are there before the higher education system in India. The main challenges include the high gross enrolment ratio in higher education being very low as compared to the other developing as well as developed countries. The problem of equity with reference to different parameters such as gender, region, caste, religion, etc. is also something which needs immediate attention within the higher education system owing to significant imbalances in it. The quality of education in higher education institutions still is a matter of concern and even the best institutions in India do not meet the requirements of World Rankings in terms of the top universities. A major problem is the poor infrastructure in a large number of universities and the faculty shortages plaguing the higher education landscape. There are very few institutions which make it to the NAAC A grade in India which is also a cause of concern. India still cannot boast in terms of quality of publications in journals which are recognised in renowned journal databases. The environment for research in which quality research thrives is still a distant reality for which administration needs to work in terms of facilities , grants as well as smooth approvals away from any kind of red tapism. Another troublesome aspect in higher education institutions is the bureaucratic way of their functioning. The institutions generally have centralised control

and since there is no decentralisation in terms of administrative and financial power given to academic leaders therefore there is hardly any decision making which takes place at the ground level in a short span of time making it a channel of delay and frustration.

Suggestions for Improvement of Quality of Higher Education in India:

- It is important that decentralization is done at all levels in letter and spirit.

- Effective accountability measures with respect to all the stakeholders need to be instituted

- Higher Education Institutions need to given more autonomy in their functioning

- A single regulatory body should be in place instead of multiple regulatory bodies

- The capacity building of administrators in leadership skills should be undertaken as a continuous process.

- Meaningful and need based in-service faculty development programmes should be organized in order to develop the faculty holistically.

- It is important to have a synergy between the Higher Education Institutions and the Industry.

- Looking at the rate of enrolment and expansion in higher education it is important that adequate funds are allocated to look into issues of provision of state of art infrastructural facilities, research grants etc.

- In order to provide impetus to quality research, it is important that quality publications are encouraged in peer reviewed journals only.

- Lastly in order to ensure that no talent is left behind for want of inability to fund higher education it is important that merit based scholarships are increased in number.

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Vision 2030 in Indian Higher Education

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The Indian advanced education framework is confronting a phenomenal change in the coming decade. This change is being driven by monetary and segment change: by 2020, India will be the world's third-biggest economy, with correspondingly quick development in the size of its working classes. At present, more than half of India's populace is under 25 years of age; by 2020 India will outperform China as the country with the biggest tertiary-age populace.

Throughout the following five years, each part of advanced education is being rearranged and rebuilt: subsidizing, authority and the board, quality confirmation, responsibility, associations with industry, global cooperation and the manner in which instruction and research are directed. Accentuation will be set on fortifying existing foundations. These issues are reflected in the three focal columns for the Government of India's twelfth Five Year Plan for training. The private area, which at present records for 59% of all tertiary enrolment, keeps on developing quickly, giving the vast majority of the expert courses, especially design and the executives. A lot more suppliers are sitting tight for enactment which would permit them to enter the market. The private area is relied upon to assume a huge part later in the development of advanced education in India. While addressing the current inadequacies in the advanced education framework, move towards a striking and vaporous vision-The vision-2030.

Vision 2030

In 2030, India is relied upon to be the quickest developing economy touching a GDP of $10 trillion and probably the most youthful country on the planet with a population of the age group 32 in majority. The turning grey created world is relied upon to confront the lack of gifted ability by roughly 56 million by 2030 and is now viewing India as the future supply of gifted ability. By 2030, India will be among the most youthful countries on the planet. With almost 140 million individuals in the school-going age bunch, one in every four alumni on the planet will be a result of the Indian Higher Education System.

Henceforth, the obligation of giving a talented labour force to the world would lay on us, as one in every four alumni on the planet would be a result of the Indian advanced education framework. This is an enormous chance that could before long turn into an obligation on the off chance that we don't take restorative measures to make our schooling framework receptive to our future necessities. We imagine India as the biggest supplier of worldwide ability, a worldwide magnet for yearning students, and a good example of an excellent reasonable instructive framework. The Indian advanced education area would be administered by the best expectations of morals and responsibility with each and every foundation being peer-inspected and authorised. 50% of our childhood would be in the advanced education framework, something like 23 Indian Universities would be among the worldwide top 200 and 6 Indian erudite people would have been granted the Nobel Prize. Our nation would be among the top 5 nations all around the world in reference to exploring yield, and its examination abilities are supported by yearly R&D spending totalling more than $140 billion.

To understand the objectives we imagine for 2030, we need to move to a separate scholastic framework with a three-layered construction involving profoundly particular tip-top examination universities, extensive universities and specific organizations and a variety of exceptionally available and excellent universities.

Three-level framework while the principal level of universities would cater solely to facilitating India's scholarly capital, the others would zero in on conveying monetary and social worth, individually. Our vision for every level is outlined beneath.

The top-level universities would create the focus of greatness for making new information in multidisciplinary regions like biosciences, the climate, environmental change, material sciences, and metropolitan turn of events, among different regions. The workforce and understudies would be a different blend of profoundly gifted and research-situated gatherings with the capacity to draw in public and

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global examination awards and financing and further synergistic exploration with top-rung universities all throughout the planet. These universities would likewise give consistent admittance to top-notch content and educational program through open sources like the Massive Open-Online Courses (MOOCs).

The second level of industry-adjusted proficient schooling establishments needs to grow, creating exceptionally employable alumni with specialized ability, basic reasoning and critical thinking abilities. To address the current model that advances restricted specializations, an opportunity for decision combined with an aesthetic sciences part should be incorporated inside the educational program. Designing and expert alumni would take a complete view, taking a gander at the natural, financial, subsidizing and administrative angles separated from the space's explicit issues. The focal point of these establishments would be more on content conveyance, where personnel gets from the best open-courseware and redoes it to the requirements of understudies. The staff would be a blend of scholastics, analysts and industry experts.

The last group of wide-based exceptionally available establishment universities sought to be intended to grow the range of advanced education to all qualified and meriting under studies to address access and value. They would give all-encompassing instruction to changed understudy populaces with critical territorial and phonetic variety and sex profile. The foundations would depend intensely on online techniques for educating and learning, team up with ITIs, polytechnics and other professional preparing suppliers to grant ability-based preparation and proposition both low maintenance and full-time choices.

The framework would empower consistent versatility of understudies, personnel, analysts and experts across organizations, all things considered. It would offer the understudies an assortment of remarkable and quality projects at both the alumni and undergraduate levels and sharpen the normal style of business in Indians.

In spite of the public authority's expanded spending on advanced education by 37% from '195. 1 billion in 2011 to '267.5 billion in 2013-14, for understanding the vision, embracing a student-focused worldview of instruction, presenting multi-disciplinary, industry-arranged, business venture, and ability based courses, and taking on new academic procedures like mixed learning, flipped homeroom and experiential learning. Boosting and working with workforce improvement and trade programs; drawing in and boosting top-tier personnel to lead research. India has embraced enormous primary and foundational changes that have begun to yield empowering results. The nation has been promoted to have a top-tier post-auxiliary instruction framework as of now. These elements will add `to the development and can assist with imagining the 2030 dream.

Aside from tackling scholastic issues, arranged development also is significant. Our future urban communities ought to firmly incorporate in their metropolitan arranging, making instruction urban areas where a few universities can co-situate on solitary grounds and offer normal facilities. Campuses ought to be situated in the core of the urban communities and inserted into networks. To gain quick headway toward this path over the course of the following twenty years would for sure require a submitted and deliberate exertion from the scholarly world, industry, government and in particular the understudy.

Potential in India

The idea of result based subsidizing has been acquiring footing in the Indian situation lately. NITI Aayog's Three Year Action Agenda had recommended the need to embrace the layered financing model dependent on the results of state-funded universities. The Ministry of Human Resources and Development (MHRD) has planned RUSA around the giving of assets based on results accomplished in the space of value, access and greatness. With the focal point of schooling moving to results and given the subsidizing requirements, there are benefits for the state to drive result-based financing. This will advance a climate of the contest and an attitudinal shift towards endeavouring to accomplish greatness among foundations, bringing about generally better execution. Moving towards result based subsidizing will naturally drive the way of life of an information-driven dynamic, subsequently expanding the degrees of straight forwardness and responsibility in the schooling framework. It will likewise assist weeds with excursion under-entertainers force them to perform better, subsequently upgrading.

Salient Features of NEP 2020: Higher Education

NEP–2020 is the primary schooling strategy of the 21st century and replaces the 34-year-old National

Policy on Education (NPE), 1986. Based on the central mainstays of Access, Equity, Quality, Affordability and Accountability, this approach is adjusted to the 2030 Agenda for Sustainable Development and expects to change India into a lively information society and worldwide information superpower by making both school and school training more all-encompassing, adaptable, multidisciplinary, fit to 21st century needs and pointed toward drawing out the novel capacities of every understudy.

By 2040, all advanced education foundations (HEIs) will intend to become multidisciplinary establishments, every one of which will mean to have at least 3,000 understudies. There will, by 2030, be somewhere around one enormous multidisciplinary HEI in or close to each region. The point will be to build the Gross Enrolment Ratio in advanced education including professional schooling from 26.3% (2018) to half by 2035.

Independent rural universities, legitimate universities, wellbeing science universities, specialized universities, and independent foundations in different fields, will plan to become multidisciplinary organizations offering comprehensive and multidisciplinary instruction. All organizations offering either expert or general schooling will plan to naturally advance into foundations bunches offering both flawlessly, and in a coordinated way by 2030. Both limit and nature of agribusiness and united disciplines should be worked on to increment farming efficiency through better-gifted alumni and experts, creative examination, and market-based expansion connected to innovations and practices.

Types of Universities in India

Central Universities 54 State Universities 436 Deemed Universities 126 Private Universities 388. The above figure uncovers that the complete number of Universities in India is 2003. Along these lines, there is a need of great important to meeting the openness of advanced education with a populist. Likewise to investigate the question of GER, by setting up more number of Universities in the country.

In India, huge advancements had been made in universalizing essential training, with progress in the enrolment and finish paces of young ladies in both essential and primary school. The net enrolment proportion in essential schooling for young men and young ladies was 100%, while at the public level, the adolescent education rate was 94% for guys and 92% for females. The new Public Schooling Strategy and Economical Advancement Objective (4) offer the objectives of general quality training and deep-rooted learning. The lead government plot, Sarva Shiksha Abhiyan (SSA), is pointed toward accomplishing all-inclusive quality schooling for all Indians and is supplemented in this work by designated plans on nourishing help, advanced education, and educator preparation.

Difficulties

India's advanced education framework faces difficulties on three fronts: Extension: India's GER of 16% was much beneath the world normal of 27%, just as that of other arising nations like China (26%) and Brazil (36%) in 2010. Greatness: Staff deficiency - there is a 40% and 35% lack of workforce in the state and focal universities, separately certify establishments - 62% of universities and 90% of Schools were normal or sub-optimal in 2010, based on their NAAC accreditation. Low reference sway - India's general reference sway is a large portion of the world's normal. Value - There is a wide difference in the GER of advanced education across states and the Gross Participation Proportion (GAR) in metropolitan and country regions, and sexual orientation and local area insightful between state divergence-47.9% in Delhi versus 9% in Assam. Metropolitan provincial gap-30% in metropolitan regions versus 11.1% in provincial regions. Contrasts across networks - 14.8% for OBCs, 11.6% for SCs, 7.7% for STs and 9.6% for Muslims. Sexual orientation divergence - 15.2% for females versus 19% for guys. OECD (2012) & Twelfth long-term plan (2012–2017).

The Association Clergyman for Human Asset Improvement has an overwhelming undertaking of fostering an ability pool that will start up the Indian economy, in a real sense, in all chambers. From its job of making a talented labour pool that can fit the 100 million positions to empowering specialists and researchers to make innovations, that India can gladly call its own, the Service of Human Asset Advancement has one of the most difficult jobs in the Public authority.

To accomplish the imagined state in 2030, ground breaking and creative intercessions would be needed across all switches of the advanced education framework.
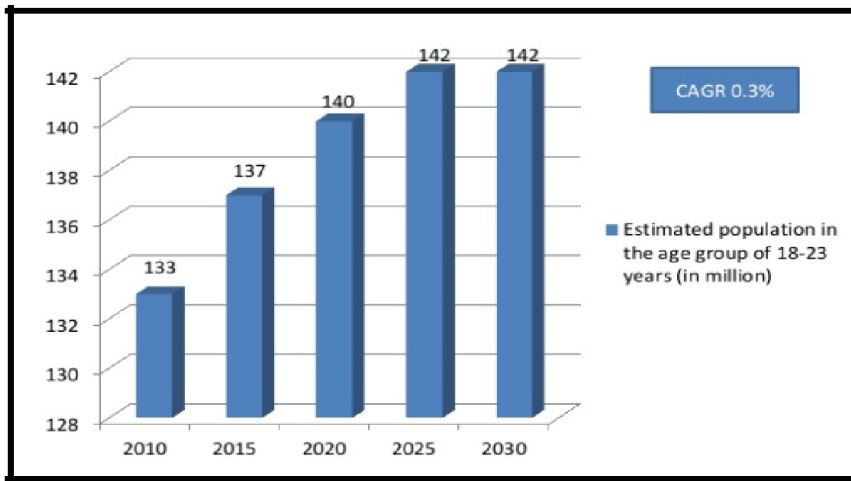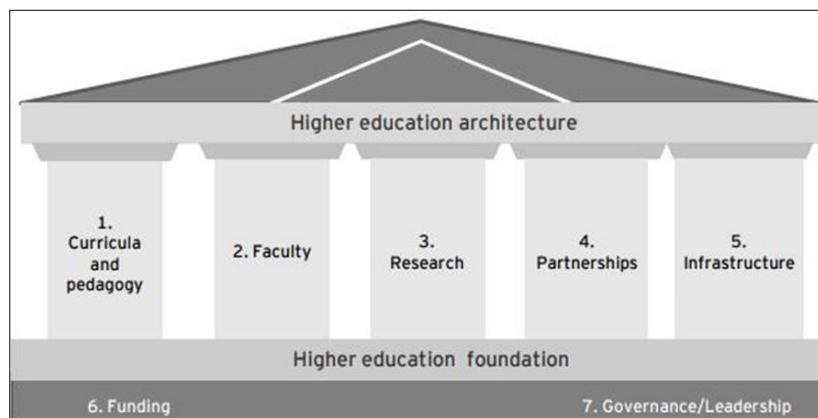
Source: UGC July 2021

Vision 2030 for Indian Advanced education to my brain will have a quantitative and a subjective part. It will turn around the framework where our schools and universities produce graduates with helpless employability. A great many degree holders going from jobless to under-utilized need re-direction so the business gets labour that is prepared, imaginative and match the best efficiency levels.

On the quantitative side would we be able to get one-half of the Indian populace between 18-24 years selected schools and universities to accomplish a Gross Enrolment Proportion (GEP) of 50%? In the event that indeed, it would imply that by 2030, the enlistments will be beyond twofold to 71 million from the current 31 million. Would we be able to further develop India's human advancement record rank to 90 from 136 by further developing schooling, wellbeing, sex fairness, future and openings? By 2030 on the off chance that we arrive at 90% employability, we will make India the single biggest supplier of worldwide ability.

The Service of Human Asset Advancement needs to improve its attention on the subjective front. Today, just four Indian universities highlighted in the best 400 universities of the world and none in the main 200 universities. Is it to an extreme, to anticipate worldwide acknowledgement for Indian universities and examination foundations by working on their general norms? Would India be able to seek to be one of the best five nations as far as exploration papers, references and number of PhDs? Is it excessive amount to expect about six specialists from the Indian University framework to get a Nobel every year?

Vision 2030 can be accomplished by getting rid of crippling guidelines that repress the Indian advanced education area. There is a need to re-establish the independence of the organizations of advanced education. Previously, foundations of higher learning needed to challenge a large number of these smothering guidelines and look for equity from the courts.

Here are a few ideas, for the thought of the new government and the Clergyman for Human Asset Advancement, which will change the administration of advanced education. The current inflexible and regulatory control in advanced education can be supplanted by a roundabout type of control dependent on accreditation and execution-connected financing.

Administrative bodies ought to reclassify and reexamine their jobs as 'sustaining the quality and 'advancing independence and responsibility which will eventually prompt 'self-guideline' and 'reflection' among the advanced education establishments.

Further, unfamiliar universities sought to be permitted with no particular treatment versus the Indian foundations. There are a few apprehensions about the passage of the unfamiliar universities among specific quarters. However, by applying a standard of 'level battleground', these feelings of trepidation

can be alleviated. Sound rivalry is on the lookout for advanced education and giving more decisions to the understudies will be useful for the soundness of Indian Advanced Education.

Every one of the top universities and organizations, both public and private, ought to be urged to internationalize their scholastic and managerial work by selecting an ever-increasing number of unfamiliar understudies and personnel. They ought to likewise send their understudies and personnel to join accomplice universities abroad. The Authority of these top organizations should be urged to join worldwide organizations of advanced education in order to be associated with worldwide patterns.

Conclusion

The current speed of progress and linearity, be that as it may, won't be adequate for achieving the stupendous vision on schedule. The public authority, both the Center and the States, as essential drivers of the mission, necessities to change gears in the pace of reception of new advancements. The nation has additionally embraced huge scope changes to better staff understudy proportions by making showing an alluring profession way, growing limit with regards to doctoral understudies at research universities and delinking instructive capabilities from educating qualification. India is the single biggest supplier of worldwide ability, with one out of four alumni on the planet being a result of the Indian framework, India is among top 5 nations universally in refered to investigate yield, its exploration capacities helped by yearly Research and development spends adding up to over US$140 billion ,India is in the fourth pattern of its examination greatness structure rivaling the worldwide best, 23 Indian universities are among the worldwide top 200, Over the most recent 20 years alone, 6 Indian savvy people have been granted the, India is a local center for advanced education, drawing in worldwide students from everywhere the world, The nation has increased its GER to half while additionally decreasing dissimilarity in GER across states to 5 rate focuses ,The Indian advanced education framework is requirements blind, thirds of all administration spending towards advanced education is spent on people, including workforce and understudies, India's monstrous open online courses, begun by a few tip top examination Universitys, on the whole select the world's whole understudy populace, Indian advanced education foundations are represented by the best expectations of morals and responsibility with each and every one of them being peer-looked into and certify.

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Attitude of Students of Old Styled Universities towards E-learning: A Study

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Process of sharing knowledge by means of various resources like e-books, e-libraries, e-lectures, webinars, e-conferences etc. is known e-learning. In present time e-learning is the need of the hour, it has changed the scenario of traditional classroom totally but in some traditional universities and colleges due to lack of infrastructural facilities students face problem in using e-learning platforms efficiently. They are bound to use their personal e-learning resources and also face various technological problems. Here, in this study, we are trying to study the attitude of students of a traditional university towards e-learning so that their status regarding use of e-learning platforms can be known and we can suggest some changes in policy framework or infrastructural changes or attitudinal changes.

Formal teaching and learning with the help of electronic resources is known as e- learning. It is network enabled transfer of knowledge and skill to large number of recipients. It enables the students to acquire knowledge at any time, at any place efficiently. E-Learning has drastically changed the traditional methods of teaching and learning. It enabled the students to learn easily and effectively. In e-learning teacher and student may be face to face or there can be only one way learning. If there will be acceptance of electronic learning among students in academics then there would be great transformation in their achievement and skill development. The present condition is hybrid mode of learning. But the acceptance of anything new mostly depends on individual's attitude towards that variable. Attitude is the basis of individual's acceptance, rejection and change in the behavior. To increase the possibility of acceptance among students there must be a favourable attitude. Now here we are going to find the possibility of acceptance of e-learning in academic life among students of a traditional university.

Old Styled University

Old Styled university is the institution where traditional subjects are taught in a traditional style. Traditional subjects are ved, darshan, ancient languages, ancient grammar, ancient political science, jyotish, karmkand, yog-tantra etc. most of the subjects are taught in Sanskrit. Students in these universities mostly come from rural background and traditional school/colleges too, so they do not remain enthusiastic towards e-learning system and try to avoid, with the time they also take interest for e-learning,. It is definite that their acceptance for e-learning will open the new avenues and breakthroughs in their academic and professional life as they can achieve new heights in their career and can be recognized on global platform. So this study tries to study their behaviour towards e-learning.

Aim of the Study

The aim of this study is to examine the attitude of B.Ed. students of Sampurnanand Sanskrit University towards e-learning. The student attitude towards e-learning is measured with the six factors i.e. expectations, choice preference, beliefs, self-motivation, peer-support.

Significance of the Study

The outcome of the study will depict traditional background student's to know their strength and weaknesses about use of e-learning platforms and this will help the university and higher education departments to take necessary steps to improve the learning system of students.

Review of Literature

In the field of e-learning there is vast range of research studies. Some of the literature related to student's attitude says that the strategy of implementation of e-learning at university level is more significant in influencing student's perception than the individual background variable. Some studies results revealed that students are satisfied and interested to use the e-learning platform. Some other study says that student's expectation purely depends upon their achievement goals than the course objectives. Some studies reveals that the instructors support is the best predictor for learning achievement

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and course satisfaction. Studies explore various methods of learning along with traditional methods of learning. Works related to old styled university student's attitude towards e-learning is very scarce, hence present study is an attempt to discover the attitude of students of a old styled university towards e-learning. Objectives of the Study are:

1. To find out the student's expectations and beliefs for e-learning system.

2. To find the students choice preferences for e-learning courses.

3. To know the motivation status of students for adopting e-learning platforms.

4. To know the student's peer support in using e-learning platforms.

5. To know the perception of students for e-learning.

According to objectives hypotheses are framed and tested and for this various variables like gender, age group, choice preferences, beliefs, peer support, expectations, and motivation are identified. This study tries to examine the cross relationship or interrelationship, if any regarding student's expectations. The details regarding this has been dealt under the head hypotheses testing.

In this study Survey Method was used to collect the data. After thorough literature review a structured questionnaire was prepared which uses 5 point Likert scale i.e. Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree to get student's opinion on e-learning. The population under study was B.Ed students of department of education, Sampurnanand Sanskrit University, Varanasi. Collected data was presented in Excel and analysed using SPSS PASW18.

Analysis and Interpretation

A total 105 questionnaires were distributed among B.Ed. students of Sampurnanand Sanskrit University, Varanasi. Out of which 100 students have responded. The response rate was 95.2%. Demography of the students has been presented in tabular form. Out of 100 students 21 were female students and 79 were male students. So percentage of female students included in study was 21% and percentage of male students was 79%. The minimum age of the student included was 20 years and maximum age of student was 38 years. The students in the age group <25 were major respondents of the study which was 79% in the total study sample. We have also considered course discipline category, languages (Sanskrit, Hindi, English) and Social Studies (History, Geography, Civics, Economics) and they were 68% and 32% (Table-1).

Table-1: Student Demographics

S.No.	Characteristics	Respondents	Percentage
Gender			
1.	Female	21	21
2.	Male	79	79
Age Group			
1.	<25	79	79
2.	Between 25 and 29	18	18
3.	>29	03	03
Course Category			
1.	Languages	68	68
2.	Social Studies	32	32
	Total	**100**	

The student's choice preferences of an e-learning platform were assessed with Likert-5 point scale. Table 2 shows the choice of preferences, frequency and percentages. The students show choice preferences in the form of relevant information, appropriate format and meet needs of curriculum.

Table 2 shows that most of the students of the university agree and some of them strongly agree that they get relevant information on e-platforms which meet their curricular requirements and they are also available in appropriate formats.

Table-2: Students Choice Preferences of an E-Learning Platform

S. No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Relevant information	10	11	12	41	26
2.	Information in appropriate formats	11	13	09	39	28
3.	Meets the requirement of curriculum	10	16	03	58	13

Table-3 shows that most of the students believe on e-learning. They perceive that it is a means to bring social change in the field of academic learning, along with that it also enable students to be master in learning. They think that they can learn anytime and anywhere and it is cost effective, it saves travelling expenses and time also. Overall, it is a wise idea to use e-learning.

Table-4 on student expectation on e-learning shows that they expect any course on e-platforms should be organised, logically sequenced, give quick response, materials available should be of good quality, reliable and valid. Sessions on e-platforms should be interactive flexible and must have good interface.

Table-5 shows that majority of students accept that their friends use e-learning platforms and teachers also recommend to use it but in old styled university due to lack of technological infrastructure, support from institution is very less.

Table 6 shows that majority of students are motivated towards e-learning but due less exposure from institution only few students accept that it enhances learning experience.

Some students were asked to tell their opinion for using e-platforms, they reported that it is irritating sometimes to be dependent on technology when

Table-3: Students Perception on E-Learning

S. No.	Description	Strongly Agree	Disagree	No Opinion	Agree	Strongly Agree
1.	It brings social change in academic learning	06	17	21	48	08
2.	Mastery learning	9	31	35	16	09
3.	Learning anytime and anywhere	08	09	04	77	02
4.	It is cost effective	06	24	15	37	18
5.	It's a wise idea	07	12	14	40	27

Table-4: Student Expectation on E-Learning

S. No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Should be organised	05	07	08	58	22
2.	Logical sequence	05	02	10	66	17
3.	Quick response	11	25	04	36	24
4.	Materials of good quality	07	15	08	48	22
5.	Reliable and valid information	13	13	10	52	12
6.	Good interface	06	14	13	51	16
7.	interactive	09	10	02	47	32
8.	flexibility	03	06	01	64	26

Table-5: Student's Peer Support to use E-Learning

S.No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Used by peers	16	12	10	54	08
2.	Teacher recommendation	11	27	12	46	04
3.	Support from institution	47	28	11	10	04

Table-6: Student's Self-Motivation Towards E-Learning

S.No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Positive attitude	13	16	14	42	15
2.	Satisfaction	17	13	09	49	12
3.	Enjoyment	04	10	08	58	20
4.	Enhancement of leaning experience	18	09	20	38	15
5.	Interest	11	13	06	51	19
6.	Using during leisure time	08	05	10	56	21

Table-7: Factors *Verses* Individual Characteristics

S. No.	Factors	Gender (P Value)	Age (P Value)
1.	Choice Preference	0.501	0.312
2.	Perception	0.58	0.420
3.	Expectation score	0.87	0.561
4.	Peer Support	0.04*	0.04*
5.	Self-Motivation	0.23	0.44*

*Significant at 0.05 level

power cuts or network is slow or some other reasons, they say that traditional learning is more in depth than e-learning and it has affective domain in action also.

Hypothesis Testing

For verifying the significance level of factor score and age group, ANOVA test is applied.

The results show that few factors have statistical relationship with individual characteristics. So the results can be stated as:

1. There is no significance difference in student's choice preference and gender.

2. There is no significance difference in student's choice preference and age.

3. There is no significance difference in student's perception for e-learning and gender.

4. There is no significance difference in student's perception for e-learning and age.

5. There is no significance difference in student's expectation from e-learning and gender.

6. There is no significance difference in student's expectation from e-learning and age.

7. There is significance difference in student's peer support for e-learning and gender.

8. There is significance difference in student's peer support for e-learning and age.

9. There is no significance difference in student's self-motivation for e-learning and gender.

10. There is significance difference in student's self-motivation for e-learning and age.

Thus, the result shows that seven null hypotheses are valid and proven and three i.e. 7,8, and 10 are not valid and changed as alternate hypotheses.

Conclusion

The study results reveal that students studying B.Ed. in Sampurnanand Sanskrit University, Varanasi also interested and prefer e-learning platforms but due to lack of infrastructural facilities, they get less chance to use it at institutional level. Most of the students use their own e-learning appliances and other electronic gadgets. They want courses to be well organised, logically sequenced on e-platforms. They get good peer support, majority of them are self-motivated and believe that if they are provided with good infrastructural facility at institutional level then they use e-learning platform easily, effectively and efficiently for pursuing academic work and enhancing knowledge.

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Law is a Great Discipline for the Mind

Justice N V Ramana, Hon'ble Chief Justice of India delivered the Convocation Address at the 18th Convocation Ceremony of NALSAR University of Law, Hyderabad on December 19, 2021. He said, "Build your career on a strong foundation. That strong foundation is based on practical realization. It is only when you work at the grass root level, you understand the rigors of law on common man. But opportunity comes to everyone, and when the opportunity knocks, be ready. You must put into practice all that you have learnt here. I assure you there is no success like the success in the profession of law. There is no satisfaction like the satisfaction in bringing justice to those in need. Remember, you are entering one of the most independent professions. Be fearless and Be upright. Stand by the constitutional oath taken by you." Excerpts

I am delighted to join all of you here for this eighteenth annual Convocation being held in Hyderabad. I see parents, grandparents, brothers, sisters, all look happier today than the graduates themselves. It is indeed a special occasion for all of them. You graduates represent their scarifies, their aspirations and their hope. At the outset I congratulate all the students graduating today and also welcome them to a challenging and incredibly satisfying profession.

Today is a proud occasion for this University and its faculty. Students of NALSAR are reaching far and wide, bringing laurels to the University. NALSAR is now known for its research centres and academic rigors which has produced many bright lawyers and academicians. Prof. Faizan Mustafa, your beloved Vice Chancellor is carrying forward the rich legacy of this University. You are lucky to have him as your Vice Chancellor.

You will be surprised to know, that this huge university started functioning from a small bungalow in Barkatpura. I was part of a collective endeavour to set up a world class law university in Hyderabad along the lines of National Law School Bangalore.

Things quickly fell in place. With backing of the statute, this robust institution took shape with active support of the then government.

My association continued thereafter with this university as a member of the Governing Body and as a Chancellor for a brief while. This association with NALSAR is very close to my heart.

Young friends, in the last five years, I am sure you must have heard hundreds of lectures. I know that you are certainly not looking forward to yet another lengthy lecture.

Aristotle once said, I quote:

"*The best laws, though sanctioned by every citizen of the state, will be of no avail unless the young are trained by habit and education, in the spirit of the constitution*".

Our Constitution was framed as a radical document which bridged the gap between the aspirations of the past and expectations of the future. But it shall thrive only when the young citizens honour its principles with conviction. Ethos of the democratic republic of India is based on the people's commitment to the welfarist constitution of India.

This commitment must be nurtured at an early age by creating social consciousness and inculcating a culture of lawfulness. The educational institutions of our country such as yours, play a pivotal rule in fostering the spirit of the Constitution.

Eminent jurist Justice M.C. Chagla, in his Autobiography – *Roses in December*, highlighted the importance and need of Law as follows:

"Law is a great discipline for the mind. It teaches you how to think clearly, precisely, and accurately. Every word has its definite meaning and must find its proper place in its own context. Verbosity and diffuseness are foreign to a well-trained legal mind."

A mark of great lawyer is clarity of thoughts, command over the language and skills to communicate. Unless one is proficient in the language, be it his mother tongue or any other language, he or she cannot communicate their point of view effectively. It's a field where one measures every word. Whether you are a lawyer, judge or policy maker, you must always be aware about the consequences and possible interpretations of the words and phrases.

Like renowned jurist John Rawls once said "*Legal philosophers are political philosophers with a specialization that gives language a special importance*".

I would like to state here, particularly in legal profession, the learning does not stop at the university, rather it begins after it. In fact, the learning in law is unending. It is inter- disciplinary and inter-sectional. Law as an instrument is deeply embedded and derived out of our social realities.

The future of law, is often dependent upon our understanding of past and the present. Therefore, a successful practitioner of law must also be well versed with literature, philosophy, history, economics and politics of the land.

After all, the aim of law is to unravel the truth and to do justice. There is nothing more difficult in the world than to discover the truth. Because it cannot be discovered by merely looking at one dimension. It has many facets. It requires trained minds to analyze all aspects of it and reach a logical conclusion. The greatness of a lawyer or judge lies in their ability to discover the ultimate truth, and thus secure justice accordingly.

A great university is where mind is freed from the notions of the past and the illusions of the present. My dear friends, your specialized and esteemed education puts you on a different pedestal.

March forward in your own quest of truth in this world of illusions. It also means not accepting anything on the face value irrespective of where it comes from. Yes, answers may be difficult to come by, but do not stop questioning.

As I had highlighted in an earlier occasion, especially students cannot afford to be disillusioned. It is imperative for you to be a part of current debates. Do not stop at just raising questions. Also ask yourself what the remedy can be. Being the future of the nation, you must have a clear vision.

Being the guardians of freedom, justice, equality and ethics, you cannot allow narrow and partisan views to dominate the nation's thought. Students are known for their readiness to fight for all the right causes because their thoughts are pure and honest. They should be in the forefront to question injustice. We need leaders for tomorrow to rise from these grounds.

Much water has flowed in rivers Krishna and Godavari since my graduation four decades ago. We have seen unthinkable advances in every sphere of our lives and learning. Unfortunately, new vices have also made their way into the lives of youth.

I am alarmed at the reports of increased number of youth falling prey to intoxicants. I would urge the youth of today, to disassociate themselves from substance abuse. Your mental and physical health is in your hands. A vibrant nation is built upon the health and energy of its youth.

I observe that graduating students are accustomed to only considering legal problems in a theoretical manner. There is an urgent need to introduce courses which are more practical and allow students to interact with people and their issues at the grassroot level. That brings me to one of the disappointing outcomes I have found in present day legal education. I find that very few students who graduate from National Law Schools are interested in joining litigation or taking up public causes, let alone practice at the district level.

Further, it seems that there is a fascination to only practice before the Supreme Court and High Court while completely ignoring the importance of trial courts. To succeed at trial advocacy, one requires a separate skill-set, wherein the requirement of presence of mind and intellectual inputs is immense. Moreover, considering the highest pendency before the trial courts, there is both a demand and the need for specialized lawyers. I urge you all to consider gaining experience at trial court level before moving on to practice at higher forums such as High Courts and the Supreme Court.

My personal journey started with my appearance before a tehsildar in tenancy matter. Ever since then, I have appeared before tax authorities, stamp registrar, magistrate court, munsif court, etc. I still remember my first assignment as a judge appointed commissioner. I was paid a princely sum of 100 rupees for that assignment as Commissioner. I must say, the experiences I gathered from these endeavors shaped my understanding of the system and the people.

No university can teach you this. You must understand that there is no substitute for direct experience.

Age is on your side. Build your career on strong foundation. That strong foundation is based on practical realization. It is only when you work at the grassroot level, you understand the rigors of law on common man.

But, let me caution you, the path will not be filled with roses. The courtrooms are nothing like ones you see in a movie or a moot court hall. It will be cramped, dingy and   the judge may not even have a fan.

You might feel like an alien in this system. I know it is not easy, but I want all of you to remember that determination and persistence are the two mantras for success. The world may try to throw various challenges at you. But you are equipped to fight the hardest of battles.

Here, I am reminded of a half-a-century old story by famous Telugu author, Sri Rachakonda Viswanthat Sastry, popularly known as 'Raavi Sastry'. Every bit of it is still relevant. Here I quote from "Maya" one of his '*aaru saara kathalu'*:

"One of the junior lawyers, Murthy received his law degree. He stood in front of the senior lawyer with humility.

The senior lawyer told Murthy to remember one important thing. The Senior said "*The early bird catches the worm, said the Englishman. Englishmen are very wise. He never does anything unless there is something in it for him. That is why you should reach the Court very early and get the gates opened. And in the evening, wait until the Court gates are closed. Always be alert and make sure that you are present in the court each and every day. The way the cranes stand on the shores and foxes hang around the graveyards. Of course, this kind of comparison is not very pleasant, but this is what we must do. If you want to shine, you must always be in the Court. You know what the Court is. It is like a dense forest. Hyenas mimic human laughter in the forest. If you go closer thinking there is another human, the hyena will eat you. We lawyers need to attract the clients that come to Court in this manner.*

Do not be shocked. It is the fault of the person who enters the forest, not ours. But there are bigger animals than hyenas. If we are not careful, then those animals will eat us.

The English man had drafted the law in accordance with the principles of this stupid world. Never forget that he, the English man, handed down all these things to us – these courts, the law books, the law degrees, and the witness procedures."

After all, practising law still remains one of the most demanding professions. To sustain through these ordeals, you shall need extraordinary will, passion and commitment to the cause. I am of the firm belief that success will come to those who have faith in themselves. You must enter the profession with the zeal of a champion of justice. At times you may feel that your work is pretty ordinary. You may feel that your talents are not being properly used. You may see many undeserving people flourish in the profession.

But opportunity comes to everyone, and when the opportunity knocks, be ready. You must put into practice all that you have learnt here. I assure you there is no success like the success in the profession of law. There is no satisfaction like the satisfaction in bringing justice to those in need. Remember, you are entering one of the most independent professions. Be fearless and Be upright. Stand by constitutional oath taken by you.

Here, I have something to share with the parents and teachers. At times, we try to manifest our unfulfilled dreams upon our children. By doing so, we may end up stifling a great artist, a budding intellectual or a fearless leader from being born. I request all the parents and the teachers present here, to encourage innovation, passion and give the children freedom to pursue their own dreams.

Brother Satish Chandra Sharma, Chancellor of this University is a dynamic person who is enthusiastic of making NALSAR reach greater heights. I am assured that the University is in safe hands under his able guidance.

Prof. Faizan Mustafa is an energetic leader who has continued the legacy of this University and has ensured the continuation of good reputation this University has across the globe. He is one of the acclaimed academicians with a scholarly bent of mind. He is the best Ambassador for legal awareness. He is chosen by the Government to be a Member on the panel created for spreading awareness about the Constitution. He is making best use of social media platforms to spread awareness about the Constitution. I complement him for the good work he is doing.

The bounden duty of NALSAR University of Law does not end with producing extremely competent and skilful graduates. It owes the responsibility to produce honest women and men who can be trusted in public and private life. My beloved students, it is imperative for you to realize that legal education is not just tool of mere professional success.

I wish all of you a life of success and fulfilment. Thank you. ❑

CAMPUS NEWS

Approval to Sri Sri Tattva's NAOQ19 by the Ministry of Ayush

The Ministry of Ayush, Government of India has approved Sri Sri Tattva's NAOQ19 as a supporting drug for mild to moderate COVID-19 infection after reviewing the double-blind, randomized controlled trials conducted at five clinical trial centers along with prestigious institutes like AIIMS Rishikesh and AIIMS Jodhpur and the Sri Sri College of Ayurvedic Science and Research Hospital, Sri Sri University (SSCASRH-SSU). NAOQ19 is a polyherbal formulation with a blend of 13 powerful herbs and their extracts which helps to enhance and strengthen the immune system. It also helps in conditions like fever, cold and cough, respiratory disorders and inflammatory conditions. The drug is produced after the decades of experience in the field of research and development of Ayurvedic medicines. The doctors led by the team of administrators at SSCASRH-SSU have worked meticulously and round the clock during peak-covid periods in the past years and through the application of NAOQ19, the patients have received great benefit in mild to moderate COVID-19 cases. This novel Ayurvedic formulation against COVID-19 has been developed after rigorous research and development studies which include, 1 in-vitro and 1 in-vivo trial, a pilot study with 161 mild COVID-19 patients and 5 comprehensive clinical trials involving 516 mild-moderate COVID-19 patients.

Prof Rajita Kulkarni, President, Sri Sri University said, "Hope our contribution will go a long way in service of humanity and history of Ayurveda."

Workshop on Design and Development of Contents and Proposals for SWAYAM

A two-day Workshop on 'Design and Development of Contents and Proposals for SWAYAM' was organized by the Ravenshaw University, Cuttack, Odisha in collaboration with Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi, recently. About 55 faculty members from 22 Departments of Ravenshaw University participated in the event. During inaugural session, welcome address was delivered by Prof. Sudarshan Mishra, Coordinator of the workshop. Prof. Ashima Sahu, Chairperson, PG Council (CPGC), Ravenshaw University chaired the session. Mr. Ashish Kumar Awadhiya, Assistant Director, Training and Development, Centre for Online Education (COE), Indira Gandhi National Open University, New Delhi acted as the Key Resource person.

At the outset, Prof. Sudarshan Mishra in his welcome address, extended his gratitude to CEMCA, New Delhi for extending support to organize the training programme. He highlighted the purpose of the Massive Open Online Courses, hosted on SWAYAM online platform. He focused on the relevance of MOOCs, Academic Bank of Credit (ABC) system, concept of blended learning and 40% option of core courses from MOOCs by university students in tune with NEP-2020 and recent UGC guidelines. MOOCs in SWAYAM platform are getting popular by higher education can optimize the five foundational pillars of NEP-2020 i.e. Access, Equity, Quality, Affordability and Accountability, Prof. Mishra clarified.

The Key Resource Person, Dr. Ashish Kumar Awadhiya in his inaugural address, oriented the participants on the importance and current status and guidelines of SWAYAM. He said that developing MOOCs on SWAYAM platform is now not a value addition but a compulsion on the part of teachers if they want to update themselves as per the need of twenty-first century learners.

The Chairperson, Prof. Ashima Sahu zeroed-in-on the importance of Massive Open Online Courses in near future and anticipated that it can serve the needs and interest of learners from diverse disciplines. The expertise of the faculty members across the universities can be useful in catering many online courses in SWAYAM platform giving free access to higher education learners. She expressed her expectation that the workshop will be helpful in connecting the learned faculty members of Ravenshaw and orient them to come out with potential MOOCs.

During Technical Session, the Key Resource Person, Dr. Ashish Kumar Awadhiya conducted the session through his interactive presentation on the topic 'SWAYAM- Current Status and Guidelines'. He highlighted the past and current guidelines

related to SWAYAM. The participants were clarified their doubts related to SWAYAM.

The Session on 'Teaching Learning though Four Quadrant Approach' was conducted by Dr. Ashish Kumar Awadhiya through his presentation. He highlighted all the four quadrants that need to be developed to launch MOOCs through SWAYAM portal. The participants were clarified their doubts related to SWAYAM.

During the next session, Dr. Ashish Kumar Awadhiya presented his presentation on 'Process for Developing SWAYAM Proposal'. He highlighted all the major key points to be taken care of in developing introductory video and development of proposal for SWAYAM-MOOC. They were also given guidelines about development of e-contents, content based videos, discussion forum and assessment practices. The participants were clarified their doubts related to SWAYAM.

The next session was devoted to hands-on-practice for development of MOOC proposal and preparation of introductory video. The participants were engaged in group work situation and Developed Course Specific Proposals. All the participants were divided into 10 groups. Each group worked on a particular theme to develop the proposal. The proposals were discussed in the specific groups and mentored by the resource person.

On second day, the session was started with introductory group-wise video presentation. Each group developed an introductory video and shared in YouTube. The topics covered were : Basic spectroscopic technique for material characterization, Origin and development of Indian languages, Medical diagnostics, Digital pedagogy, Idea of Bharata-India, Psychological first aid, Financial institutions and markets, Introduction to hydrogeology, Research methodology, and introduction to philosophy. After presentation, the group was given necessary feedback by the resource person and participants for necessary changes.

The next session was devoted to group-wise presentation followed by finalization of proposals, sharing of ideas and feedback in peer groups also took place. The resource persons also shared his feedback to the participants for improvement in the Proposal, hands-on-practice for development of MOOC proposal and preparation of introductory video. The participants were engaged in group work

situation and Developed Course Specific Proposals. All the participants were divided into 10 groups. Each group worked on a particular theme to develop the proposal. The proposals were discussed in the specific groups and mentored by the resource person. The topics covered were as follows: Basic spectroscopic technique for material characterization, Origin and development of Indian languages, Medical diagnostics, Digital pedagogy, Idea of Bharata-India, Psychological first aid, Financial institutions and markets, Introduction to hydrogeology, Research methodology, and introduction to philosophy.

The Valedictory Session was chaired by Prof. Ashima Sahu, Chairperson, PG Council (CPGC), Ravenshaw University. The session started with the report reading by the Coordinator, Prof. Sudarshan Mishra. It was followed by feedback from the participants. After the feedback from the participants, the key resource person, Mr. Ashish Kumar Awadhiya in his address, appreciated the effort made by the participants towards preparing the introductory video and proposal for SWAYAM. He also highlighted some of the critical points which need to be taken care of in developing a proposal such as writing, objectives, learning outcomes and evaluation. The Chairperson, Prof. Asima Sahu extended her thankfulness to the Director, CEMCA for extending her support towards organizing the training programme. She also thanked Mr. Ashish Kumar Awadhiya for his continuous support in helping the participants towards developing the proposal for SWAYAM. She zeroed in on the importance of Massive Open Online Courses in the near future and anticipated that they can serve the needs and interests of learners from diverse disciplines. She also committed to facilitating to conduct of more such workshops in future, particularly on the topic 'Outcome-based Education'. Dr. P.B. Binjha, Assistant Professor, Department of Education proposed the vote of thanks.

Faculty Development Programme on Soft Skills and Personality Development

A seven-day Online Faculty Development Programme on 'Soft Skills and Personality Development in Academics' is being organized by the Department of Humanities and Social Sciences, Motilal Nehru National Institute of Technology, Allahabad, Prayagraj (Uttar Pradesh) during October 15-21, 2022. The Faculty Development Programme may assist the faculty fraternity across the nation

to enhance their soft skills and personality so that they perform in a more efficacious manner in their professional life.

The FDP on Soft Skills and Personality Development in Academics intends to train and enable the faculty members and researchers to introspect and learn techniques that can help them to prepare for an active and successful professional life. Personality development entails building capacities, nurturing talents, enhancing new skill sets, working on weaknesses, and transforming them into strengths. The New Education Policy 2020 envisions the holistic development of our young generation and for this purpose, there is an immediate requirement of teachers who are effective facilitators and mentors. Each individual has unique skill sets and their potential is multi-faceted. Therefore, investing in personality development enables one to harness their strengths. Focusing on individual personality development adds to our capabilities and helps us to realize our dreams and turn our aspirations into a reality. Personality development is a process of constant improvement which requires us to break some patterns and adopt certain habits. The sooner we understand it, the better it is. So, all of us need to give serious thought about how to develop our personality, chalk out a plan, set a goal, and work towards it every day. The Areas of Event are:

- Soft Skills and its Significance.
- Personality Grooming and its Techniques.
- Time Management and its Relevance.
- Spirituality and Soft Skills Development.
- Managing Emotions and its Relevance in Personality Development.
- Life Management with Success and Failure.
- Behavioural Approaches to Enhance Communication Skills.
- Mindfulness and Quality of Work-life.
- Personality Evaluation and Enhancement.
- Personality and Social Skills Development.
- Professional Etiquettes and Work-life Management.
- Stress Management and Coping Strategies.
- Personal Efficiency and its Effectiveness.
- Identification of Self and Self Esteem.
- Interpersonal Skills and Group Behaviour.
- Change and Conflict Management.

- 7 Cs of Communication and Personality Development.
- Information and Communication Technology Skills.
- Financial Behaviour and Personality Development.
- Professional Ethics and its Role in Personality Development.
- Developing Leadership Skills in Academics.

For further details, contact Convener (FDP), Department of Humanities and Social Sciences, Motilal Nehru National Institute of Technology, Allahabad, Prayagraj-211004 (Uttar Pradesh), Mobile No: 08547643760 / 08081071592 /09695744017, E-mail: *fdpconvener2022@gmail.com*

Management Development Programme on Business Analytics

A four-day Management Development Programme on 'Business Analytics for Management Decision' is being organized by the Vinod Gupta School of Management, Indian Institute of Technology Kharagpur during December 01-04, 2022. The corporates, executives and academicians may participate in the programme.

Data Analytics, an important branch in mathematical sciences, is very vibrant today for all professionals, including researchers, engineers, managers, and analysts. The business environment is very dynamic today, especially with reference to the abundance of information and multidisciplinary research. So, it is a huge opportunity and challengefor the decision maker to analyze this information and bring some meaningful decisions to the business prerequisite. With the accessibility of various tools, techniques, and user-friendly statistical/mathematical software, the ability to analyse a large amount of data is not only desirable but a necessity for any professional. Such techniques and software are usually very complex and confusing for the uninitiated. There are several issues in this process like the selection of appropriate techniques, selection of right software, interpretation of results, and so forth. The Topics of the event are:

Module 1
   Introduction to Analytics

Module 2
   Descriptive Analytics

Module 3

Inferential Analytics

Module 4

Predictive Analytics

Module 5

Prescriptive Analytics

Module 6

Decision Analytics

For further details, contact Course Coordinator, Prof. Rudra P. Pradhan, Vinod Gupta School of Management, Indian Institute of Technology Kharagpur, West Bengal- 721 302, Phone: +91 3222 282316/ 282317, Mobile No: +91 9733742104, E-mail: *rudrap@vgsom.iitkgp.ac.in* and *pradhanrp@gmail.com.* For updates, log on to: *www.som.iitkgp.ac.in/event/*

Annual International Research Conference and Doctoral Workshop

A three-day Annual International Research Conference and Doctoral Workshop is being organized by the Indian Institute of Management, Lucknow, Noida Campus on 9-11, December, 2022.

Energized by the success of the past doctoral workshop, IIM Lucknow aims to create a forum where the best scholars from India and abroad can define the future course of management thought and practice. Globally, we are witnessing increased interest in many management and policy level initiatives that require looking at national and global developments from different perspectives. Understanding effective firm operations and societal well-being are critical for overall growth in an economy. In an increasingly unpredictable era of rapidly changing technology, a collective crisis such as COVID-19, globalization, and the rise of social media managing robust supply- chains, efficient production, marketing, financial management, and employee engagement has become even more challenging. This three-day conference will give a platform to exchange thought-provoking ideas and issues in various business functions and domains of management. The forum will emphasize capacity building to help render research into effective management practices. To encourage greater collaboration between researchers and industry, the event will develop a collaborative platform to identify research priorities and suggest practically relevant emergent solutions. The Tracks of the event are:

Tracks in Economics

- Agricultural and Natural Resource Economics.

- Business Economics.

- Economic Development and Growth Economic History.

- Economic Systems Environmental and Ecological Economics.

- Financial Economics.

- Health, Education and Welfare Economics.

- Industrial Organization International Economics.

- Labour Economics and Demographic Economics.

- Law and Economics Mathematical and Quantitative Methods.

- Microeconomics Macroeconomics Monetary Economics Public Economics Transportation Economics Urban Economics.

Tracks in Information Technology and Systems

- Agile Project and Program Management.

- Artificial Intelligence and Emerging Technologies.

- Big Data and Digital Goods Blockchain and Fintech Cyber Security and Risk.

- Data and Information Privacy.

- Data Mining and Predictive Analytics Decision Support Systems and Data Management.

- Digital Innovation, Entrepreneurship, and Business Models.

- Digital Learning Digital Transformation.

- Human-Computer Interaction IS and Future of Work

- IS for Industry

- IS Governance and

- Networking and its Role in Business Sharing Economy, Platforms and Crowds

- Social Media and Digital Collaboration.

Tracks in Finance

- Accounting, Auditing and Taxation Issues Alternative Asset Classes Asset Pricing.

- Banking and Regulations.

- Behavioural and experimental Finance.
- Big Data and Artificial Intelligence in Finance.
- Blockchain and Cryptocurrencies.
- Corporate Finance Corporate Governance Entrepreneurship/Venture Capital/Start-up financing Financial Inclusion.
- Financial Literacy.
- Financial Markets and its Linkages.
- Fintech.
- Sustainable Finance.

Tracks in Communication

- Audience Theory and Research Communication Theory and Research.
- Crisis Communication.
- Cross-cultural Communication.
- Environmental Communication/ Communicating Climate Change.
- Global Communication and Social Change.
- Health Communication.
- Interpersonal, Intergroup and Mass Communication.
- Journalism and the News Industry Media Ethics.
- Media Literacy.
- Media Policy and Technology Organizational and Workplace Communication.
- Political Communication Popular Culture and Communication.
- Visual Communication Studies.

Tracks in Marketing

- Advertising and Promotions.
- Bottom of Pyramid Marketing.
- Business to Business Marketing Consumer Behavior.
- Customer Relationship Management.
- Emerging Role of AI in Marketing Activities.
- Innovations in Marketing.
- Marketing Analytics.
- Marketing Education.
- Marketing for a Better World (includes topics on sustainability, public policy, ethics, social

responsibility, social marketing, transformative consumer research).
- Product and Brand Management.
- Reimagining Marketing during Post COVID-19 Era.
- Research Methods in Marketing.
- Retail and Distribution Management.
- Sales Management.
- Services Marketing.
- Social Media and Digital Marketing.
- Tourism Marketing.

Tracks in Sustainability

- Business Society and Government.
- Circular Economy and Resource Efficiency.
- Climate Change.
- Corporate Social Responsibility Energy and Environment Policies Energy Businesses.
- Environment and Externalities Trading.
- Environment and Resource Economics.
- Environment and Social Risk Management.
- ESG: Measurement Certification and Reporting.
- Impact Investment Institution Building Public Policy.
- Social Entrepreneurship Stakeholder Management Sustainable Supply Chain Management.
- Systems Dynamics.

Tracks in Decision Sciences

- Applied Statistics.
- Bayesian Data Analysis.
- Behavioural OR Statistics.
- Decision Analysis.
- Econometrics.
- Forecasting.
- Game Theoretic Modelling OR in Healthcare Administration.
- Integer Programming Models.
- Multi-objective Decision Models.
- Multi-variate Analysis.
- Network Flow Models.

- Nonlinear Optimization.
- Operations Research (OR).
- Mathematical Programming.
- Optimization and Control.
- Parametric and Non-parametric Models.
- Probability Theory and Models.
- Queuing Theory.
- Regression Models.
- Resource Allocation Models.
- Simulation Modelling.
- Statistical Inference.
- Stochastic Optimization.
- Stochastic Process.
- Time-Series Analysis.
- Transportation and Logistics.
- Unconstrained Optimization.

Tracks in Operations Management

- Behavioural Operations Management.
- Coordination Mechanisms in Supply Chain and Transportation.
- Data Driven Decision Making during COVID-19.
- Decision Making Under Uncertainty.
- E-Commerce Operations.
- Emerging Technologies in Operations and Supply Chain Management.
- Game Theory.
- Healthcare Management.

- Heuristics in Decision Making.
- Industry 4.0 Applications.
- Inventory and Warehouse Management.
- Last Mile Delivery Optimisation.
- Revenue Management.
- Reverse Logistics and Network Optimisation.
- Service Operations Management.
- Sharing Economy.
- Supply Chain Collaboration and Coordination.
- Supply Chain Resilience and Risk Management.
- Sustainability, CSR, and Humanitarian Operations Theory of Constraint.

Tracks in OB/HRM

- Careers.
- Change Management.
- Diversity and Inclusion.
- HRM.
- International Management.
- Leadership.
- Organization and Management Theory.
- Organizational Culture.
- Social Issues in Management Technology and Innovation Management.

For further details, contact Organising Secretary, Indian Institute of Management, Lucknow, Prabandh Nagar, IIM Road, Lucknow- 226013, E-mail: *airc@ iiml.ac.in*. For updates, log on to: *www.iiml.ac.in.* ❑

THESES OF THE MONTH

SOCIAL SCIENCES
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of July-August, 2022)

Business Administration

1. Paul, M John. **Marketing strategies for implementation of digital economy: A study with reference to select sectors in Telangana State**. (Dr. Aluvala Ravi), Department of Business Management, Mahatma Gandhi University, Nalgonda.

2. Santosh Kumar, D. **A study of home loan portfolio of select public sector banks in Telangana State**. (Dr. M Ramesh Kumar), Department of Business Management, Mahatma Gandhi University, Nalgonda.

3. Shilla, Surender Kumar. **Impact of real estate industry's reforms on retail consumers**. (Dr. Rajneesh Ahlawat), Department of Business Administration, Chaudhary Devi Lal University, Sirsa.

Commerce

1. Arshman Kaur. **Impact of cooperative credit on agriculture sector in Rajasthan**. (Dr. Ankita Chaturvedi), Department of Commerce & Management, IIS University, Jaipur.

2. Chandawat, Deeksha. **Impact of capital structure on profitability of selected cement companies**. (Dr. Shweta Gupta), Department of Commerce, IIS University, Jaipur.

3. Lamba, Neelu. **Consumer perception and satisfaction level towards men's personal care product**. (Dr. Aditi Jain), Department of Commerce & Management Studies, IIS University, Jaipur.

4. Parveen Kumar. **Analysis of equity return behavior in India: An empirical study**. (Dr. Kapil Choudhary), Department of Commerce, Chaudhary Devi Lal University, Sirsa.

Defence Studies

1. Pramod Kumar. **Naxalism as a challenge to India's internal security**. (Dr. S P Vats), Department of Defence and Strategic Studies, Maharshi Dayanand University, Rohtak.

Economics

1. Gupta, Loveleen. **Efficiency and productivity of Indian railways**. (Prof. Kaustuva Barik), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Kota, Sumalatha. **Scheduled caste women employment in agriculture sector: A study of Krishna District of Andhra Pradesh**. (Dr. V Divyathejomurthy), Department of Rural Development, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Pawar, Raveena. **Municipal finance: A comparative analysis of selected Municipal Corporations of Haryana and Punjab**. (Dr. Neelam Choudhary), Department of Economics, Maharshi Dayanand University, Rohtak.

Education

1. Gupta, Sonia. **A study of retention, academic achievement and social acceptance of children with special needs in primary schools of Municipal Corporation of Delhi**. (Prof. Amitav Mishra), School of Education, Indira Gandhi National Open University, New Delhi.

2. Nirmla Kumari. **Scholastic achievement and self efficacy among secondary school students in relation to obedient-disobedient tendency, emotional competence and educational aspirations**. (Dr. Madhuri Hooda), Department of Education, Maharshi Dayanand University, Rohtak.

3. Satpal. **Study of government educational schemes with reference to enrollment and retention at elementary level in Haryana**. (Dr. Raj Kumar), Department of Education, Chaudhary Devi Lal University, Sirsa.

4. Trivedi, Vaidehi Vasudev. **Development and implementation of a programme for enhancing reading skills in English language of senior kindergarten students**. (Prof. Dipti Oza), Department of Education, M S University of Baroda, Vadodara.

Fashion & Textiles

1. Vidushi. **Analysis of phygital retailing towards Omni-channel approach in apparel sector**. (Dr. Radha Kashyap), Department of Fashion & Textiles, IIS University, Jaipur.

Home Science

1. Chaudhary, Nidhi. **Development of amylase rich premixes for community based management of malnutrition in children aged 1 to 3 years**. (Dr. Swati vyas and Dr. Ila Joshi), Department of Home Science, IIS University, Jaipur.

2. Kalra, Ruchi. **Impact of diet and lifestyle intervention on risk factors of coronary heart diseases in adult males residing in Muktsar City, Punjab**. (Dr. Ila Joshi), Department of Home Science, IIS University, Jaipur.

3. Khan, Saba. **Mental health, well being personality and self-efficacy in adult patients with sleep disorder**. (Dr. Nalini Totuka), Department of Home Science, IIS University, Jaipur.

4. Nandeesha, Shubha. **Design and development of yoga tops using natural and regenerated cellulosic fabrics**. (Dr. S Kauvery Bai), Department of Home Science, Bangalore University, Bangalore.

Journalism & Mass Communication

1. Anugya. **A study of survival of Indian newspapers in the post digitalized world**. (Prof. Sambhu Nath), Department of Journalism & Mass Communication, Indira Gandhi National Open University, New Delhi.

2. Batra, Nikita. **Public perception of social media and cyber crime: A study of Jaipur**. (Dr Ruchi Goswami), Department of Journalism & Mass Communication, IIS University, Jaipur.

3. Jain, Padmini. **Online advertising: Mapping the determinants of effectiveness among Indian consumers**. (Prof. K S Selvan), School of Journalism & New Media Studies, Indira Gandhi National Open University, New Delhi.

4. Janachandran, Sangeetha. **Evolution of communication in the age of social media: A case study of Kerala**. (Dr. B Shailashree), Department of Journalism & Mass Communication, Bangalore University, Bangalore.

Law

1. Sreenivasarao, Nuthikattu. **Expeditious dispensation of Criminal Justice of Indian Tribal Court-focus on information and communication technology and artificial intelligence: A study**. (Dr. Ch Sudhakara Babu), Department of Law, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Anupama. **Socio-legal dimension of live-in relationship: A comparative study of France, U.S.A. and India**. (Dr. Anand Kumar), Department of Laws, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

3. Arun, T R. **The law relating to product liability with special reference to the Consumer Protection Act, 2019: A critical analysis**. (Dr. A Guravaiah), Department of Law, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Arya, Krishna Mohan. **Protection of agricultural goods and foodstuff under the law of geographical indications: A critical study**. (Dr. Suneet Kashyap), School of Law, Indira Gandhi National Open University, New Delhi.

5. Chaudhary, Ajay. **A critical study of Contempt of Court in India**. (Dr. Anand Gupta), School of Law, Indira Gandhi National Open University, New Delhi.

6. Kumar Deepu S. **Corruption in Indian Judiciary: A critical analysis**. (Dr. N Binu and Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.

7. Lalit Kumar. **A sociolegal study on surrogacy with special reference to State of Haryana**. (Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.

8. Minakshi Kumari. **Protection of human rights in India: Emerging issues**. (Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.

9. Naidu, Sadem Thaviti. **Business process in outsource employee's management: A study with reference to legal compliance in East Coast Zone of Indian Railways**. (Dr. J Royal S B Lam), Department of Law, Acharya Nagarjuna University, Nagarjuna Nagar.

10. Nirmala Devi. **Live-in relationship: A socio legal analysis in the Union Territory of Delhi**. (Dr. Parmod Malik), Department of Laws, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

11. Patro, Aswini. **International commercial arbitration and enforcement of foreign arbitral award with special reference to challenges of enforcement in India**. (Dr. Pradip Kumar Sarkar), Department of Law, Kalinga Institute of Industrial Technology, Bhubaneswar.

12. Pawan Kumar. **A study on marriage registration: Issues on validation and jurisdiction**. (Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.

13. Piyush Kumar. **A critical study of cyber crimes against women in India during (2000-2015)**. (Dr.

Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.

14. Raghav, Manjula. **Role of open prisons in the reformation of prisoners in the State of Rajasthan: A critical study**. (Dr. Gurmeet Kaur), School of Law, Indira Gandhi National Open University, New Delhi.

15. Sushila. **Use & misuse of article 356 of Indian Constitution: Recent trends**. (Dr. Surender Nara), Department of Law, Maharshi Dayanand University, Rohtak.

16. Wilson, F. **Protection of children from Sexual Offences Act, 2012: A critical appraisal**. (Dr. N Binu and Dr. Sanjaya Choudhary), Department of Law, Bhagwant University, Ajmer.

Library & Information Science

1. Dalal, Vijay. **Intermediary role of librarians in managing stress of medical professionals: A study**. (Dr. Sanjiv Kadyan), Department of Library and Information Science, Maharshi Dayanand University, Rohtak.

Management

1. Bhatt, Yogesh. **Impact of cognitive factors on managers energy saving intentions: A behavioural reasoning theory perspective**. (Dr. Karminder Jit Singh), L M Thapar School of Management, Thapar Institute of Engineering and Technology, Patiala.

2. Goyal, Vikul. **Effect of misleading advertising on buying behaviour for consumer goods**. (Dr. Raj Kumar), Institute of Management Studies & Research, Maharshi Dayanand University, Rohtak.

3. Kant, Nikhil. **Relationship between climate strategy proactivity and competitive advantage: A study of Indian companies**. (Prof. Neeti Agrawal), School of Management Studies, Indira Gandhi National Open University, New Delhi.

4. Odaa, Meseret Diriba. **The determinants of capital structure decision of Ethiopian manufacturing companies**. (Dr. Koustubh Kanti Ray), Department of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

5. Patil, Vinayak Veeranna. **Impact assessment of non-price factors on marketing of industrial electrical control product**. (Dr. Chetan Chaudhari), Department of Management, Dr D Y Patil Vidyapeeth, Pune.

6. Pawriya, Pooja. **Impact of workforce diversity on firm performance and employee morale**. (Dr. Raj Kumar), Institute of Management Studies & Research, Maharshi Dayanand University, Rohtak.

7. Ponnapalli, M Lakshmi. **Workplace spirituality and knowledge management: The role of organizational citinzenship behaviour and organizational learning culture: With reference to the teachers working in higher educational institutions in Coastal Andhra Pradesh, India**. (Dr. V Tulsi Das), Department of Human Resource Management, Acharya Nagarjuna University, Nagarjuna Nagar.

8. Sharma, Pooja. **Impact of artificial intelligence driven automation on jobs in banking sector: A study**. (Prof. Nayantara), School of Management Studies, Indira Gandhi National Open University, New Delhi.

9. Shyam, Tarun. **Digital divide in higher education system in Odisha**. (Dr. Srikant Charan Das), Department of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

Physical Education & Sports

1. Karam, Durga Rao. **Selected performance variables influence over speed, agility, reaction time, leg explosive strength flexibility, muscular endurance and cardio-respiratory endurance in athletics**. (Dr. P P S Paul Kumar), Department of Physical Education and Sports Sciences, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Pinto, Elroy Deus. **A study of occupational stress, job satisfaction and motivation among physical educational professionals in Goa**. (Dr. Gopal L Moghe), Department of Physical Education, Swami Ramanand Teerth Marathwada University, Nanded.

3. Saini, Manisha. **A study of Haryana State in relation to Hockey India League**. (Dr. Bhagatn Singh Rathee), Department of Physical Education, Maharshi Dayanand University, Rohtak.

Political Science

1. Dar, Abdul Maajid. **Pandit Prem Nath Bazaz: An analysis of his vision of nationalism**. (Prof. S Vijayasekhara), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

2. Marotia, Rakesh Kumar. **Gandhi evam Nehru kee avdharna mein samajvadi chintan: Ek tulnatamak adhyayan**. (Dr. Pravesh Kumar), Department of Political Science, Bhagwant University, Ajmer.

3. Prabhudass, Kommalapati. **Women empowerment through village panchayat: A case study in Prakasam District of Andhra Pradesh**. (Dr. K Sreelakshmamma), Department of Political Science, Acharya Nagarjuna University, Nagarjuna Nagar.

Psychology

1. Sharma, Arjun. **Emotion at work, personal effectiveness, employee engagement and mental health in service sectors**. (Dr. Shalini Singh), Department of Psychology, Maharshi Dayanand University, Rohtak.

2. Vasavada, Shreya Ashutosh. **A study of academic stress, Emotional Intelligence (EQ) and self-efficacy among students**. (Dr. Harsha V Kasandariya), Department of Psychology, Saurashtra University, Rajkot.

Public Administration

1. Karan Singh. **Pardhanmantri Kaushal Vikas Yojna ka kriyanvayan: Sirsa Jile ka ek adhyayan**. (Prof. Vishnu Bhagwan), Department of Public Administration, Chaudhary Devi Lal University, Sirsa.

Social Work

1. Bombotula, Saidaraju. **Socio-economics and health perceptions of Shepherds in Prakasam District of Andhra Pradesh: An empirical study**. (Dr. K Dhanalakshmi), Department of Social Work, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Godara, Vanita. **A study on emotional competencies, stress resilience and coping strategies in social work students in Delhi, NCR**. (Dr. N Ramaya), Department of Social Work, Indira Gandhi National Open University, New Delhi.

3. Verma, Tanushree. **A study of Community Based Disaster Risk Management (CBDRM) and social work response in Delhi-NCR**. (Dr. Sayantani Guin), Department of Social Work, Indira Gandhi National Open University, New Delhi.

Sociology

1. Gudipudi, Sudarsan Kumar. **Socio-economic conditions of dalit women sanitary workers: A study in Guntur Municipal Corporation of Andhra Pradesh**. (Dr. K Dhanalakshmi), Department of Sociology, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Jain, Prakriti. **Role of social media in creating a new youth subculture in Jaipur City**. (Dr. Nisha Yadav), Department of Sociology, IIS University, Jaipur.

3. Paul, Sumana. **Disease and discrimination: A sociological study on the role and perception of people towards HIV/AIDS problem in Balasore District of Odisha**. (Dr. Pabitra Mohan Nayak), Department of Sociology, Fakir Mohan University, Balasore.

4. Sachin. **Impact of mass media on rural women in Jhajjar District of Haryana: A sociological study**. (Dr. Kanwar Chauhan), Department of Sociology, Maharshi Dayanand University, Rohtak.

5. Kativarapu, Raju. **A study on socio-economic problems of child labour in Guntur District of Andhra Pradesh**. (Prof. Y Ashok Kumar), Department of Sociology and Social Work, Acharya Nagarjuna University, Nagarjuna Nagar.

Tourism & Hospitality Services

1. Sherpa, Dawa Doma. **Eco-tourism in Sikkim with special reference to development of the State**. (Prof. Paramita Suklabaidya, Dr. Sunita Kharel and Dr. P K Dong), School of Tourism and Hospitality Service Management, Indira Gandhi National Open University, New Delhi. ❑

AN SINHA INSTITUTE OF SOCIAL STUDIES

PATNA -1

Advertisement for the Post of Registrar

The post of Registrar of the Institute was advertised in various newspapers and magazines on 12th and 13th August, 2022. Due to insufficient number of eligible applicants, **the last date of submission of applications is being extended till 26th September, 2022 at 5 P.M IST.** Interested persons may apply in the prescribed format (with signature and self-attested documents) to the Chairman of the Selection Committee either in hard copy or scanned soft copy through **e-mail id: ansiss1964@gmail.com.** The age of retirement is 67 years. Details regarding the advertisement may be seen at the website of the Institute: **www.ansiss.res.in.**

Director

Sadhana Education Society's
Smt. Kapila Khandvala College
of Education
(Autonomous)
Relief road, Santacruz (W), Mumbai
Affiliated to University of Mumbai
(NAAC Re-accredited with 'A' Grade)

Admission Notice to Ph.D. Program 2022

Sadhana Education Society's Smt. Kapila Khandvala College of Education, Mumbai announces admissions to the Ph.D. Program in Education (2022-23), complete details of the admission procedure are available on the website (*https://www.kkcoe.edu.in/academics/programs/ph-d/*) under Ph.D. program. Interested candidates with required qualifications as per Mumbai University norms may fill their prescribed application form online **within 10 days** of this advertisement. Shortlisted candidates will be called for an interview.

Date: 28/7/2022   **Sd/-**
Contact No.: 022-26608747 /8633   **Principal**
E-mail: kkbed@kkcoe.edu.in

VIKAS PARISHAD MANDRE
MANDRE COLLEGE OF COMMERCE, ECONOMICS AND MANAGEMENT
MANDREM – GOA

(Recognized by Govt. of Goa, Affiliated to Goa University)

Applications with full Bio-Data are invited from Indian citizen for the following Regular post from the academic year 2022-23 onwards so as to reach **within 21 days** from the date of publication of this advertisement alongwith self-certified copies of statement of marks of examination from SSC onwards to the Principal, VP's Mandre College of Commerce, Economics and Management, Mandre, Goa-403 527.

Sr. No.	Subject	No. of Posts	Reservation
1	**College Director of Physical Education and Sports**	01	Unreserved

Qualifications, pay scale and eligibility conditions for appointment are as per UGC/Goa University statute SA-19, SA-20/ and DHE, Govt. of Goa rules. For details, please refer to the **website: www.unigoa.ac.in**

The appointment is subject to the approval by the Goa University and DHE, Government of Goa.

Adv. Ramakant D. Khalap
CHAIRMAN

संत लौंगोवाल अभियांत्रिकी एवं प्रौद्योगिकी संस्थान
(भारत सरकार के अधीन सम विश्वविद्यालय)
Sant Longowal Institute of Engineering and Technology
(Deemed-to-be-University; Established by Government of India)
Longowal–148106, Distt. Sangrur, Punjab

AICTE Doctoral Fellowship (ADF) for 2022-23

Sant Longowal Institute of Engineering & Technology (SLIET), Longowal (Punjab) proudly announces that the Institute has been selected as one of the Research Centre for prestigious AICTE Doctoral Fellowship (ADF). Online applications are invited from Post Graduate students in Engineering / Technology for admission to a full time Ph.D. program under AICTE Doctoral Fellowship scheme for 2022-23.

For scheme details, please visit
http://sliet.ac.in/adf-aicte-doctoral-fellowship

For registration, please visit
http://www.slietexam.co.in/

Important Dates for Online Applications
Last Date for Online Registration is Extended upto : **10.10.2022**

All UG Programmes are NBA accredited (www.sliet.ac.in)   **Director**

Swami Vivekanand Gramin Shikshan Prasarak Mandal's
Rashtramata College of Education (B.Ed)
Loha, Dist. Nanded
Affilated to SRTM University, Nanded
(Maha State Govt. and NCTE Delhi Recognized)
Non-Granted
(NCTE Code APW 02001/123286)

WANTED

Applications are invited for the post of **Assistant Professor** in Rashtramata College of Education (B.Ed.), Loha Tq, Dist. Nanded run by Swami Vivekanand Gramin Shikshah Prasark Mandal, Betsangvi, Tq. Loha, Dist. Nanded (Non-Grant). Eligible candidates should submit their application with all necessary documents **within fifteen days** from the Date of publication of advertisement by registered post only. The reserve category candidate are required to send a copy of application to the Assistant Registrar, Special Cell, S.R.T.M. University, Nanded-431 606.

Sr. No	Name of Post	Subject	Qualification	No of Posts	Reservation
01	Assistant Professor	(Perspective Subject)	M.A./M.Sc/M.Com.B+ M.Ed.B + NET/SET/Ph.D	04	Open - 05
02	Assistant Professor	(Pedagogy In School Subject) (Marathi, Hindi, English, History, Geography, Science, Math)	M.A./M.Sc B+ M.Ed.B + NET/SET/Ph.D	07	S.C. - 02 S.T. - 01 VJ(A) - 01
03	Assistant Professor	Health and Phy. Education	M.A./M.Sc/M.Com.B+ M.Ed.B + NET/SET/Ph.D	01	NT (C) - 01 OBC - 02
04	Assistant Professor	Performing Art (Music/Dance Theatre	M.A./M.Sc/M.Com.B+ M.Ed.B + NET/SET/Ph.D	01	EWS - 01

Educational Qualification
1) Good Academic record with 55% marks in P.G. Degree level SET/ NET Qualified and Ph.D. as per UGC Regulation 2009.
   Scale and Allowance :- As per the Norms of UGC, Maharashtra State Govt. and SRTM University, Nanded.

Note:
1) Prescribed application form is available on the University Website **(www.srtmu.ac.in).**
2) No D.A./TA Will be paid to candidate for attending interview.
3) S.C./S.T. candidates are eligible to apply even if they have 50% Marks only at PG level degree.
4) 3% reservation for handicapped and 30% from Women candidate.
5) Eligible candidates those who are already in service should submit their application through proper channel.
6) Ph.D. candidate who are awarded degree prior to Dt. 19 September, 1991 are eligible even if they have 50% mark at PG level .

Address for correspondence:
Swami Vivekanand Gramin Shikshan Prasarak Mandal's Rashtramata College of Education (B.ED.), Loha, Sayal Road, Shivaji Chowk, Loha, Tq. Loha, Dist. Nanded Pin – 431 708. Mo. 9423231195/7972656003/9518536774.

Dr. Keshav W.Ingole	Avdhut A.Kshirsagar	Digambarrao A. Kshirsagar
Principal	**Secretary**	**President**

Dnyan Prasarak Mandal, Yermala
S. M. Dnyandeo Mohekar Mahavidyalaya Kalamb – 413 507
Ta. Kalamb Dist. Osmanabad (M.S)
Re-Accredited by NAAC with B Grade

Wanted

Applicatons are invited from eligible candidates for the following full time posts **of Assistant Professors** in our Non Aided P.G. College. Qualified candidates should send their applications to the Principal, S. M. Dnyandeo Mohekar Mahavidyalaya, Kalamb-413507 **within 15 days** from the date of publication of this advertisement.

The reserve candidates should send one copy of the application to the Dy. Register, (Special Cell) Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Maharashtra-431 101.

Sr. No	Subject	No of Posts	Reservation
01	**Geography**	02	Open-1, SC-1
02	**Zoology**	02	OBC-1, EWS-1
03	**Herbal Technology**	02	Open-1, NT-A -1

1. Educational Qualification as per the rules and regulations of UGC and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
2. Pay Scale and service conditions as per rules of UGC, Government of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
3. The selected candidates will be bound the decision of Hon'ble Courts, UGC, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and Government of Maharashtra from time to time.
4. 30% Posts are reserved for women candidates as per Government rules and regulations.
5. 4% Posts are kept reserved for Specially abled candidates. The Society reserves the rights of selection of the handicapped candidates in particular subject.

Principal
S.M. Dnyandeo Mohekar Mahavdiyalaya, Kalamb

Wanted

Applications are invited for the post of Prespectives in Education, Pedagogy Subjects, Health and Physical Education, Performing Arts to be filled in **Vivek Vardhini Adhyapika (B-Ed) Mahavidyalaya, Nanded (permanent Non-Granted)** run **by Marathwada Gramin Shikshan Sanstha's Himayatnagar.** Eligible candidates should submit their application along with all necessary document **within Fifteen days** from the date of publication of the Advertisement by registered post only.

Sr.	Subjects (B.Ed)	No. of Posts	Nature	Reservation
1	Perspective in Education			
2	Pedagogy Subjects (Math, Science, Social Science, Language)	5	Regular	Open-01, ST-01, VJ(A)-01, OBC-01, EWS-01
3	Health and Physical Education			
4	Performing Arts (Music / Dance / Theatre) Fine Arts			

Educational Qualification: The faculty shall possess the following qualifications:

A) Perspective in Education or Foundation Courses
1. Post Graduate Degree in Social Science with minimum 55% marks.
2. M.Ed Degree from a recognized University with minimum 55% marks.
   OR
1. Post Graduate (M.A.) Degree in Education with minimum 55% marks.
2. B.Ed / B.EI.ED. Degree in Education with minimum 55% marks.
3. SET/NET/Ph.D in Education.

B) Curriculum and Pedagogic Courses:
1. Post Graduate Degree in Science / Mathematics/ Social Sciences/ Languages with minimum 55% marks.
2. M.Ed Degree from a recognized University with minimum 55% marks.
3. SET/NET/Ph.D in Education.

C) Health and Physical Education
1. Master of Physical Education (M.P.Ed) with minimum 55% marks.
2. SET/NET/Ph.D in Physical Education

D) Performing Arts (Music / Dance / Theatre) Fine Arts.
1. Post Graduate Degree in Fine Arts (MFA) with minimum 55% marks.
   OR
1. Post Graduate Degree in Music / Dance / Theatre Arts with minimum 55% marks.
2. SET/NET/Ph.D in Fine Arts.

Sallary and Allowances:
Pay Scale as per the UGC, State Government & Swami Ramanand Teerth University's rules from time to time .

Note:
1. Prescribe Application form is available on University Website **(www.srtmun.ac.in).**
2. No TA/DA will be paid to attend the interview.
3. Eligible Candidates those who are already in services should submit their application through proper channel.
4. 3% Reservation for handicapped and 30% for women candidate.
5. All attested Zerox Copies of certificates and other relevant document should be attached to the applicant form.

Address for correspondence: President/Secretary, Vivek Vardhini Adhyapika (B.Ed) Mahavidyalaya, Plot No.8C, Industrial Estate, Stadium Road, Shivajinagar, Nanded-431 601.

President / Secretary

RAOSAHEB GOGATE COLLEGE OF COMMERCE AND
SMT. SARASWATIBAI GANSHET WALKE COLLEGE OF ARTS, BANDA

Tal. Sawantwadi, Dist. Sindhudurg (M.S.) 416511

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS

ON CLOCK HOUR BASIS FOR 2022-23

AIDED

The above posts are open to all, however, candidates from any category can apply for the post. Candidates having knowledge of Marathi will be preferred.

Sr. No.	Subject	Total No. of Posts	Posts Reserved for
1	English		01-SC
2	Economics	04	01-DT(A)
3	Mathematics		02-OPEN

The posts for the reserved category candidates will be filled in by the same category candidates (Domicile of State of Maharashtra) belonging to that particular category only.

Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998.**

4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.

Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. MISC-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD-2018-19/241 dated 26th March, 2019 and revised from time to time." Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-20 dated 02nd April, 2019 & University Circular No. CTAU/23/2021-2022 dated 25th January, 2022.

The Government Resolution & Circular are available on the website:mu.ac.in

Applications with full details should reach the **Chairman, SHIKSHAN PRASARAK MANDAL, BANDA RAOSAHEB GOGATE COLLEGE OF COMMERCE AND SMT. SARASWATIBAI GANSHET WALKE COLLEGE OF ARTS, BANDA, Tal. Sawantwadi, Dist. Sindhudurg, (M.S.) 416511, within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

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Chairman

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